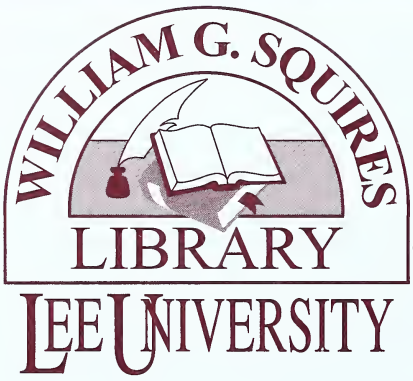
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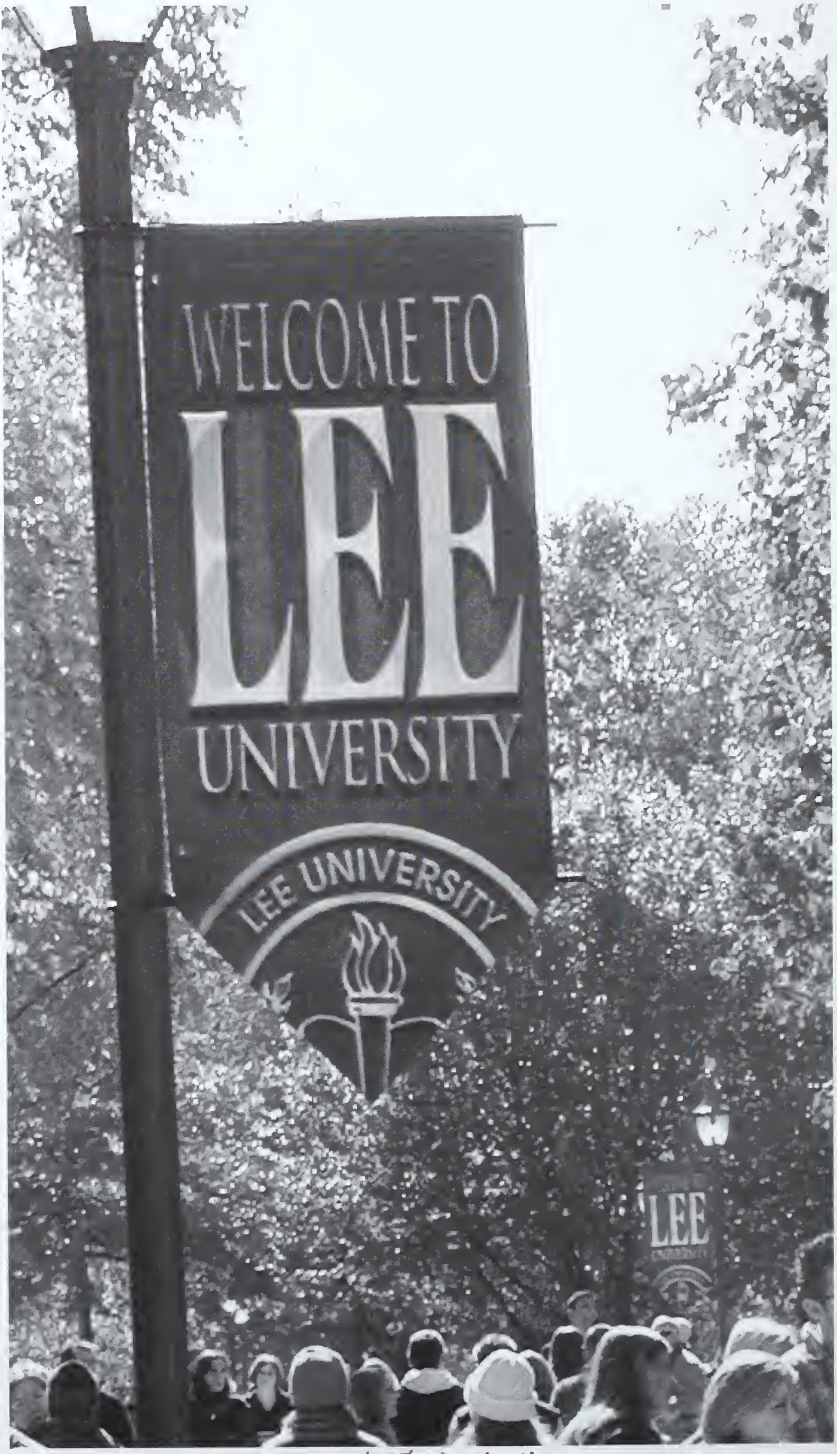
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LEE UNIVERSITY

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The university welcomes visitors to the campus at any time. Offices of the university are open Monday through Friday from 8:00 a.m. to 5:00 p.m. Appointments for other hours may be arranged in advance.

No person in whatever relation with Lee University shall be subject to discrimination because of race, color, national origin, age, gender, or disability.

The *Graduate Catalog* is published annually by Lee University at Cleveland, Tennessee. This graduate catalog issue contains announcements for the eighty-fifth year of the university, 2003-2004. The university reserves the right to make changes affecting policies, fees, curricula, or any other matters announced in this catalog.

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MESSAGE FROM THE PRESIDENT

Welcome to Lee University!

Today is a great time to be part of this growing, exciting institution. Here at Lee, there is such a wonderful positive spirit! We believe that God's hand is on us, and we are working hard to earn the trust of our expanding public.

One of the reasons for the high level of expectation at Lee is the quality of our faculty. Those of us who have been on the Lee team for many years are energized and stimulated by the many new professional colleagues who arrive each year with such talent and vision.

Lee University is assembling a graduate faculty who can deliver excellent master's-level instruction with the sensitivity and perspective of seasoned Christian disciples. These men and women form the critical core of any graduate program. As president of Lee, my confidence in our quality as a graduate institution is based primarily on the exceptional quality of this team.

We also are attracting superb students, and we expect this trend to continue as we begin new graduate programs.



Paul Conn
President



MESSAGE FROM THE GRADUATE COUNCIL

The Graduate Council, working with the faculty and graduate program committees, seeks to implement the mission of Lee University by offering advanced studies that are relevant, challenging, and rewarding. Each program emphasizes the integration of Christian faith with the body of knowledge appropriate to the scope of the degree.

College graduates who are interested in professional preparation in **church music**, **classroom teaching**, **professional counseling**, **school counseling**, or **youth and family ministry** will find in these programs the combination of scholarly and practical expertise relevant to the professional needs of contemporary practitioners. The graduate programs in **religion** offer advanced study in the disciplines of **Bible or theology**.

As the graduate faculty develops these and other graduate programs, commitment to academic quality combined with attention to individual student needs will be paramount in the planning efforts. Inquiries and suggestions from current and prospective graduate students will be an essential part of planning for program effectiveness.

Explore with us a future enriched by Lee University master's degrees.

INTRODUCTION

ACCREDITATION

Lee University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane; Decatur, Georgia 30033-4097; Telephone number 404-679-4501) to award bachelor's degrees and master's degrees. Teacher Education programs are approved by the Tennessee State Department of Education for licensure. The School of Music is accredited by the National Association of Schools of Music. Lee also holds membership in the American Council on Education, the Council of Independent Colleges, the Tennessee College Association, Tennessee Association of Independent Colleges and Universities, the Council for Christian Colleges and Universities and the Appalachian College Association.

LEE UNIVERSITY MISSION STATEMENT

Lee University is a Christian institution which offers liberal arts and professional education on both the baccalaureate and master's levels. It seeks to provide education that integrates biblical truth as revealed in the Holy Scriptures with truth discovered through the study of the arts and sciences and in the practice of various professions. **A personal commitment to Jesus Christ as Lord and Savior is the controlling perspective from which the educational enterprise is carried out.** The foundational purpose of all educational programs is to develop within the students knowledge, appreciation, understanding, ability and skills which will prepare them for responsible Christian living in the modern world.

Founded as Bible Training School in 1918 by the Church of God, Cleveland, Tennessee, the institution was renamed in 1947 to honor its second President, the Reverend F. J. Lee, and attained university status in 1997. The original purpose was to provide both general and biblical training for those persons entering the Christian ministry, and through the years Lee University has continued this purpose of "ministry," ever more broadly defined to include both church and non–church vocations.

Enrollment consists primarily of recent high school graduates, and fifty–two percent of the students reside on campus. In order to maintain a sense of Christian community and enhance the personal, spiritual, academic, emotional and physical development of students, Lee University seeks to foster a residential campus experience, with special

focus on the needs of freshmen and sophomores. The university works to create common space on the campus and a common core of residential events around which the entire community operates. Most of the students are affiliated with the Church of God, although many come from other denominations. Lee University serves the Church and society by offering graduate programs in various professions and academic disciplines. These post-baccalaureate programs are designed to deepen one's understanding of a discipline and/or strengthen one's skills as a professional. The goal of all graduate degree programs is to nurture scholars and professionals who will better serve the kingdom of God and the world. In this way, the graduate programs are a natural extension of the university's commitment to undergraduate education. The graduate student body is relatively new and is in the process of defining its own identity.

As an independent institution, Lee University is controlled by a Board of Directors appointed by the General Executive Committee of the denomination. The President is responsible to this board for facilitating an educational program presented from a theological perspective that is conservative, evangelical and Pentecostal. In keeping with the amended Charter of Incorporation (1968) and the Bylaws of Lee University (article I, sections 2 and 4), all board members, administrators and faculty members certify annually by contract that they will not advocate anything contrary to the Church of God Declaration of Faith.

Lee University endeavors to employ scholars with the highest academic credentials who present their disciplines from a distinctly Christian perspective. All truth is perceived to be God's truth, and the effective presentation and integration of truth is the goal. Lee University values teaching as the most important faculty role, and excellence in teaching is the primary standard for retention, tenure and promotion. Faculty research is seen as essential to teaching excellence. It, too, is an important criterion for faculty advancement. Lee University values and rewards Christian community service and service to humankind as significant faculty responsibilities.

Lee University identifies its public service region as being generally coterminous with the geographic scope of the denomination. While most students come from the United States, the student body typically consists of representatives of a broad range of socioeconomic backgrounds from all fifty states and more than twenty countries in Central and South America, Europe, Asia and Africa. Because of this geographic span, the university serves a racially, ethnically and culturally diverse

student body with ten percent international or minority students. The institution has adopted the policy that no person in whatever relation with Lee University shall be subject to discrimination because of race, color, national origin, age, gender or disability.

Lee University has both open admissions and a rapidly expanding scholarship program, attracting students with widely varied academic skills. The university is committed to serve under–prepared students with a variety of support services. While the primary source of funding is from student revenues, the Church of God provides for the university in its annual budget. The university also receives support from alumni, businesses, churches, foundations and friends.

All baccalaureate degree students at Lee University must complete a general education core including eighteen semester hours of religion. The general education courses foster intellectual development by enhancing the student's ability to observe, read, and think critically and to communicate effectively. The courses also cultivate awareness, understanding and respect for cultural diversity. The religion core courses are predicated on the Reformation principle of the priesthood of all believers. The courses are designed to enable the student both to understand and articulate the Christian faith. The campus curriculum is enriched by American, Latin American, European and Asian studies programs, study tours, and service–to–humankind projects, as well as external studies for non–resident students.

Lee University takes seriously the task of preparing students for responsible Christian living in the modern world. The goal is pursued within a variety of structures provided within the widest campus context, such as classroom instruction, extracurricular activities, student development services and residential living. The university realizes that the knowledge, appreciation, understanding, ability and skill for such resourceful living will be evident in its students in direct proportion to the success of its programs and services whereby a healthy physical, mental, social, cultural and spiritual development is fostered.

The Lee University experience intends to demonstrate that there is a positive correlation between scholarship and wholeness; that one must approach all learning with a sense of privilege and responsibility under God; that truth is truth wherever it is found, whether test tube, literary masterpiece or Holy Scripture; that appropriate integration of truth is both intellectual and behavioral in nature; and that the pursuit and application of truth is, indeed, "ministry."

INSTITUTIONAL GOALS

The nature and range of this commitment are demonstrated in the objectives of the institution. Lee University seeks to:

1. Provide a general education program which will equip students with quantitative, verbal and technological skills; enhance their appreciation of their cultural and religious heritage; strengthen their commitment to the liberal arts; and give them a view of their responsibility as Christian scholars in the community and the wider world.
2. Provide sufficient religious education to enable students to be conversant in the Christian faith, to articulate their own beliefs and to actualize their faith through consistent growth and practice by the integration of faith with all aspects of life.
3. Provide undergraduate programs of sufficient quality to prepare students for success in graduate and professional schools and in the early stages of their careers.
4. Provide graduate programs in various areas which will prepare students for success in post graduate programs.
5. Achieve the quality of instruction and resources necessary for the national accreditation of selected areas and the development of additional graduate programs where appropriate.
6. Provide academic support through computer facilities, library resources, student support services and faculty development opportunities to ensure quality instruction and a challenging academic environment.
7. Provide a campus environment that supports and encourages students in their personal, social, spiritual, cultural and physical development.
8. Prepare students for successful personal and professional life by developing in them a commitment to Christian values in vocational goals and lifestyle choices.
9. Prepare students for citizenship as Christians in the world through reflective community interactions and teach commitment to ideals of service, benevolence, civic virtue and social justice.
10. Increase the diversity of the faculty and student body, address the unique needs of a diverse campus population, and encourage academic inquiry into minority concerns.

11. Recruit, develop and retain a diverse community of teaching professionals, administrators and support staff who demonstrate excellence in their professional roles and effectively implement the mission of the university in their lifestyles and co–curricular involvement.
12. Continue the growth of student enrollment and development of capital assets to optimize student opportunities.
13. Preserve the evangelical and Pentecostal heritage and message of the Church of God and provide positive direction for its future.
14. Provide quality academic, spiritual, cultural and recreational services to its various publics.

FAITH STATEMENT

As a Christian university operated under the auspices of the Church of God, Lee University is firmly committed to the conservative, evangelical and Pentecostal religious position of its sponsoring denomination. This position is expressed in the "Declaration of Faith" as follows:

We believe:

In the verbal inspiration of the Bible.

In one God eternally existing in three persons; namely, the Father, Son, and Holy Ghost.

That Jesus Christ is the only begotten Son of the Father, conceived of the Holy Ghost, and born of the Virgin Mary.

That Jesus was crucified, buried, and raised from the dead.

That He ascended to heaven and is today at the right hand of the Father as the Intercessor.

That all have sinned and come short of the glory of God and that repentance is commanded of God for all and necessary for forgiveness of sins.

That justification, regeneration, and the new birth are wrought by faith in the blood of Jesus Christ.

In sanctification subsequent to the new birth, through faith in the blood of Christ, through the Word, and by the Holy Ghost.

Holiness to be God's standard of living for His people.

In the baptism with the Holy Ghost subsequent to a clean heart.

In speaking with other tongues as the Spirit gives utterance and that it is the initial evidence of the baptism of the Holy Ghost.

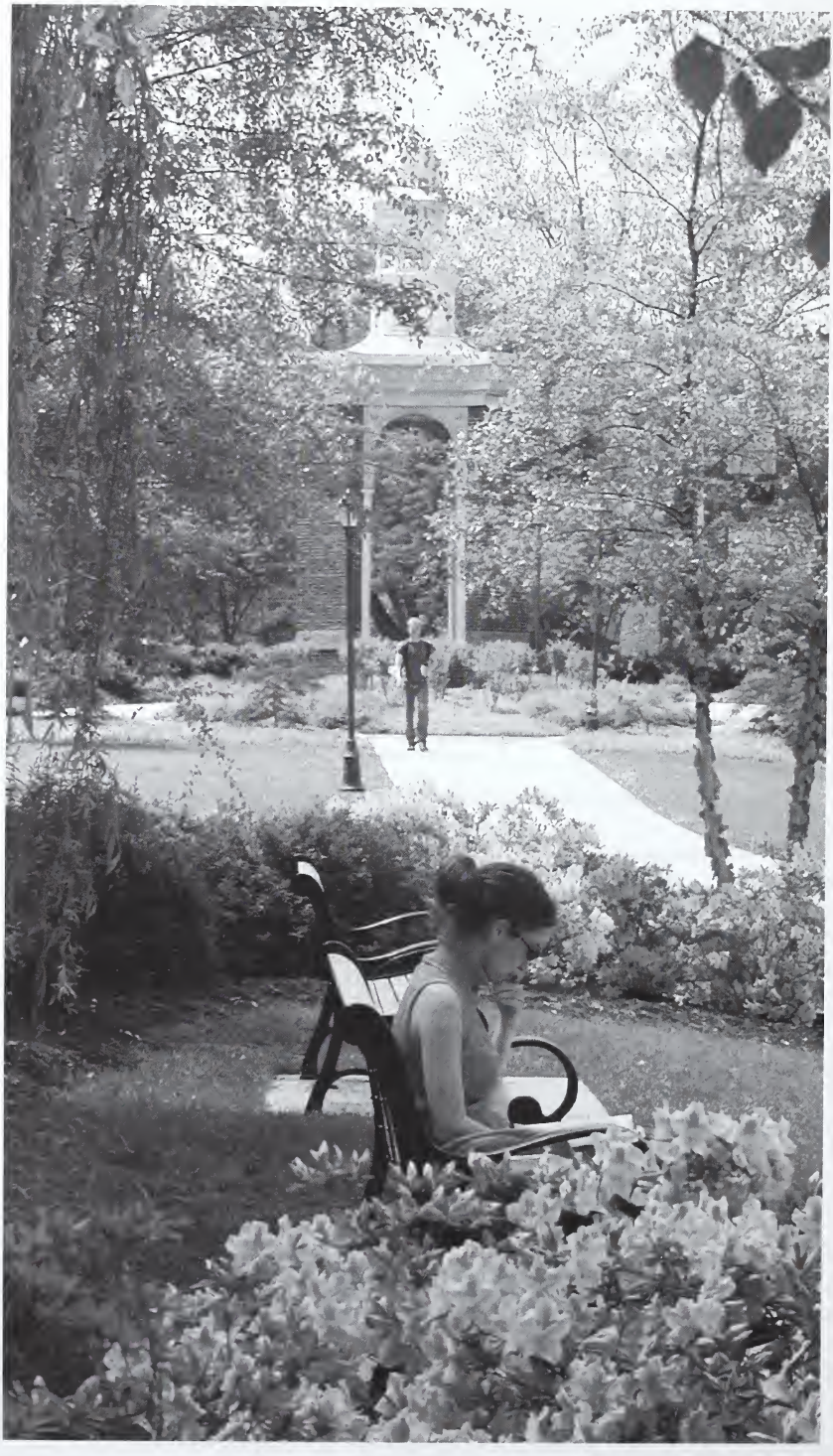
In water baptism by immersion, and all who repent should be baptized in the name of the Father, and of the Son, and of the Holy Ghost.

Divine healing is provided for all in the atonement.

In the Lord's Supper and washing of the saints' feet.

In the premillennial second coming of Jesus; First, to resurrect the righteous dead and to catch away the living saints to Him in the air; second, to reign on the earth a thousand years.

In the bodily resurrection; eternal life for the righteous, and eternal punishment for the wicked.



GRADUATE STUDIES AT LEE UNIVERSITY

A Christian environment and personally committed professional instructors are the "natural surroundings" that encompass all programs in Lee's graduate studies. Lee University's graduate programs provide an educational experience that meets the most important requirement—a profitable engagement of the student's time, purpose, and personal resources.

Lee's graduate programs serve adult students with various professional interests and diverse personal histories. Flexible scheduling for part-time and full-time students and personal attention from experts and practitioners in wide-ranging professional fields enable students to find a niche for their personal goals and for intellectual progress in a field of study.

Seven degree programs are offered at Lee University for the level of Master in those fields within the colleges or schools as listed. In the **College of Arts & Sciences:** the **Master of Science in Professional Counseling** prepares students for careers in counseling. The **Master of Science in School Counseling** prepares students to be counselors in public and private schools. In the **Helen DeVos College of Education:** the **Master of Arts in Teaching** provides preparation for professional licensure in education for graduates from liberal arts and other non-education fields. The **Master of Education** program extends to classroom teachers an opportunity for in-service professional training and advanced development in area knowledge and practical skills. In the **School of Music:** the **Master of Church Music** degree program develops the potential of musicians while providing leadership in music training for ministry. In the **School of Religion**: the **Master of Arts in Biblical Studies** and in **Theological Studies** offers advanced graduate study in the respective disciplines. The **Master of Arts in Youth and Family Ministry** is designed to provide students with pastoral skills as well as social science insights needed to minister to families in this challenging time.

After reading the following descriptions of the degree programs, students are encouraged and challenged to investigate the possibilities of the program that meets their goals. The graduate faculty encourages any students, wherever placed in their professional intellectual devel-

opment, to join the Lee community of adult learners. Lee University faculty members are confident that education is the key to broadening a person's future and invite all prospective students to explore its graduate programs.

SUBJECT AREAS

The current graduate curriculum includes courses from the following disciplines and areas designated by these subject codes:

BIB Bible
BUS Business
CHM Church Music
CSL Counseling
EDU Education
ENG English
GER German
GRE Greek
HEB Hebrew
HIS History
HUM Humanities
IDS Interdisciplinary Studies
LAT Latin
MUA Applied Music Lessons
PAS Pastoral Studies
PHI Philosophy
SCI Science
SPE Special Education
THE Theology
YFM Youth and Family Ministry

GRADUATE FACULTY

The purpose of the graduate faculty of Lee University is to set standards for graduate work and to provide graduate instruction. Only members of graduate faculty or associate graduate faculty may teach courses numbered 500 or above, and only members of the graduate faculty may serve on Final Project Committees for candidates for the master's degree.

Members of the graduate faculty must meet the following criteria:

1. Hold a doctorate or hold candidacy status in a doctoral program;
2. Hold the rank of assistant professor or higher; and

3. Demonstrate teaching competence, continuing interest in the graduate program and research or creative productivity.

Associate graduate faculty are those who do not satisfy the above criteria but are approved to provide instructional services for graduate students because of their unique competencies and professional roles.

STATEMENTS OF COMPLIANCE

Lee University, in compliance with Title VI and VII of the Civil Rights Acts of 1961 and Title IX of the Educational Amendments of 1972, does not discriminate on the basis of race, color, national origin, gender, age, disability, status as a veteran or any other characteristic protected by law in any of its policies, practices or procedures. The Vice President for Student Life is the campus coordinating officer for Title IX, and all inquiries should be made to the Office of Student Life.

In compliance with Section 504 of the Rehabilitation Act of 1973, Lee University does not discriminate on the basis of disability in the recruitment and admission of students, or in the operation of any of its programs and activities, as specified by federal laws and regulations. Persons with questions about the Rehabilitation Act may contact the Office of Academic Support Programs.

Lee University complies with the provisions of the Family Educational Rights and Privacy Act of 1974. This Act assures students attending a post-secondary educational institution that they will have the right to inspect and review certain of their educational records, and, by following the guidelines provided by the university, to correct inaccurate or misleading data through informal or formal hearings. It protects students' rights to privacy by limiting transfer of these records without their consent, except in specific circumstances. Students also have the right to file complaints with the Family Policy Compliance Office; U.S. Department of Education; 440 Maryland Avenue S.W.; Washington, D.C. 20202-4605. Copies of this legislation are available from the Office of Student Records and Registrar on request by students or parents. A statement of Lee University policy relating to the maintenance of student records is also available on request from the Office of Student Records and Registrar.

LIBRARY

The William G. Squires Library, which serves Lee University and the Church of God Theological Seminary, is housed in the Pentecostal Resource Center. This facility offers seating for 365, including individual study carrels, open book stacks, reading areas, group study and seminar rooms, a video room and a chapel.

An added feature of the building is the Dixon Pentecostal Research Center, which houses a comprehensive collection of materials pertaining to the Church of God and the Pentecostal/ Charismatic movement.

Students, faculty, alumni and church and community members have access to services which include telephone and in-person reference assistance; library instruction for classes; organizing and providing access to a collection of more than 165,000 volumes; 610 current periodicals in print format; 53,000 microforms; and interlibrary loan access to 48 million titles.

The library utilizes the latest in electronic resources. These include the online catalog and automated circulation system, which provide the ability to search the holdings of the Squires Library and the Cleveland Public Library as well as selected academic libraries throughout the United States. Such searches can be made in the library or on the World Wide Web. Electronic subscriptions via the Internet offer access to about 14,500 periodical titles in full text as well as indexing to many others. The Internet is accessible on computers throughout the library.

Library hours:

Monday–Thursday	8:00 a.m. - midnight
Friday	8:00 a.m. - 8:00 p.m.
Saturday	11:00 a.m. - 9:00 p.m.
Sunday	2:00 p.m. - 5:00 p.m.

MUSIC RESOURCE CENTER

The Music Resource Center (MRC) in the Curtsinger Music Building is a library designed to meet the music reference and research needs of the university and community. The collection consists of scores, technological resources and audio-visual materials including videos, CDs, cassettes and LPs. The audio-visual materials, technological resources and reference materials do not circulate outside the Music Resource Center to students but are checked out for two-hour in-house use. Circulating scores may be checked out for a 28-day loan period to graduate students. A valid library card is required.

MRC Hours:

Monday and Wednesday	8:00 a.m. - 10:00 p.m.
Tuesday and Thursday	8:00 a.m. - 10:30 a.m.
	11:30 a.m. - 10:00 p.m.
Friday	8:00 a.m. - 7:00 p.m.
Saturday	12:00 noon - 5:00 p.m.
Sunday	2:00 p.m. - 5:00 p.m.

MRC hours are adjusted during convocations and school holidays.

MEDIA RESOURCES

Media equipment is available in the Squires Library, the Music Resource Center, the Education Curriculum Library and various academic departments. This includes standard audio-visual equipment, including overhead projectors, VCRs and monitors and cameras. These centers also have limited computers and software.

CURRICULUM LIBRARY

The Curriculum Library (Education Building) contains elementary and secondary textbooks as well as other curriculum materials. Professional journals and practical resources are available in this hands-on work center, which provides students and teachers a place to develop instructional aids. A variety of instructional materials may be checked out.

COMPUTERS

Lee University encourages students to have their own computers for word processing, searching information databases and research on the Internet. The library catalog and other licensed databases are available through dial-in-access with a computer and a modem. In addition to public access stations available in the library, there are computer labs in Walker Memorial and in the Paul Conn Student Union for general student use with payment of a fee.



ADMISSIONS

CRITERIA FOR ADMISSIONS

Graduate programs at Lee University are open to persons holding the bachelor's degree from accredited colleges and universities whose undergraduate or graduate work has been of sufficient quality and scope to enable them to profitably pursue graduate study.

Lee University offers equal educational opportunity to all persons without regard to race, religion, gender, age, creed, color, national origin or disability. Applicants are required to meet the specific admissions criteria established by each of the graduate programs. All applications must be accompanied by a $25.00 non-refundable application fee.

An application to a graduate program is reviewed by the graduate faculty in each program before an admission decision is recommended. The applicant is advised to have all credentials on file well in advance of the registration period for the semester in which the application is made.

The various Lee University graduate programs have different requirements for admissions. Applicants are advised to refer to appropriate sections in this catalog for specific graduate programs' admissions requirements (or go to www.leeuniversity.edu/acad/graduate).

Graduate students applying for admissions are required to provide proof of the following immunization records:

1. Measles Immunization Proof (MMR) - An applicant born after January 1, 1957, must provide documented proof of receiving two MMR vaccinations given after 12 months of age.

2. Tuberculin PPD Skin Test - Provide proof of a Tuberculin PPD Skin Test taken within a one-year period prior to the date of admission application.

If an applicant does not meet the admissions requirements of a graduate program, he/she may be considered for probationary acceptance.

INTERNATIONAL STUDENTS

The university is authorized under federal law to enroll non-immigrant alien students on an F-1 or J-1 visa. International applicants are expected to apply well in advance of their projected beginning date. All academic records, transcripts and other credentials must be accompanied by an official English translation. In addition to admissions requirements described in each graduate program, international students must supply the following:

1. TOEFL Scores: All applicants who will be attending the university on a student visa and who are not graduates of an American college or university must supply a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). Information on this test can be attained by writing to TOEFL Educational Testing Service; Princeton, New Jersey 08540; U.S.A. (or go to www.toefl.org). All test scores should be sent directly from the testing agency to Lee University (Lee University Code: 1401).

2. Financial Statement: An applicant on an F-1 student visa must supply, on the form provided by the university, sufficient evidence of financial support for the applicant and all members of his/her family who will accompany the applicant to Lee. This requires that the applicant certify that his/her intent is to attend full time and that no employment will be required.

All credentials must be received and approved before an INS Form I-20 can be issued to the applicant.

POLICY REGARDING FALSE INFORMATION

Any applicant who fails to acknowledge attendance or who submits false records from any college or university where he/she has previously registered is subject to dismissal from the university.

CHANGE OF PROGRAM

Students who have previously declared a program of study but desire to change should apply to the appropriate graduate program director. A change in program is considered the equivalent of reapplying for admissions. All admissions requirements of the new graduate program must be satisfied and approved before a change can be granted.

ADMISSIONS TESTING

A student who has completed a bachelor's degree within the past seven years must submit results from their Graduate Record Examination Aptitude Test (GRE) scores indicating they scored at least in the 35th percentile or above; or, the student may take the Miller Analogies Test (MAT) and score at least in the 35th percentile. The MCM program requires students to submit results from the GRE Subject Test in Music and score at least in the 35th percentile. This test score requirement may be waived for applicants in the MCM program who have held the baccalaureate degree for more than five years.

The MAT is offered quarterly in the Lee University Office of Counseling and Testing (www.hbtpc.com/mat).

The GRE is not administered at Lee University, but informational materials are available (www.gre.org).




NIKE

FINANCIAL INFORMATION

ITEMIZED SEMESTER EXPENSES

Tuition per semester hour $355
Tuition per semester hour over 12 hours 178
Registration Fee (per semester, non-refundable) 10
Yearbook Fee (optional) 40
Health Fee (per semester) 25
Student Activity Fee (per semester) 25

RESIDENCE HALL STUDENTS

Room and Board Per Semester

Room Rent:

Residents of Bowdle, B.L. Hicks, Keeble, Livingston, O'Bannon, Storms and Townhomes $1,300
Residents of Atkins-Ellis, Cross, Davis, Sharp, Tharp and Auxiliary Housing 1,135
Residents of Chambers, Hughes, Medlin, Simmons 1,085

Board:

All 21 Meals $1,175
Any 15 Meals 1,115
Any 10 Meals 1,030
Any 5 Meals 955

Telecommunications Fee (per semester) 50
Breakage Fee, first semester (non-refundable) 30
Carroll Court— monthly apartment rent for married and single parent students including all utilities:

One Bedroom $410
Two Bedroom 425

OTHER SPECIAL FEES

Late Registration Fee $20
Audit Fee (per semester hour) 50
Incomplete 100
Graduation Application Fee 75
Extra Transcript (one given free) 5
Returned Checks (per check) 20
Auto Registration and Parking (per year) 30
Schedule Change (per transaction) 10

SPECIAL MUSIC FEES

Graduate Music Fee $300

(This fee provides reduced charges for graduate students taking 2-4 hours of applied lessons)

Private Lesson Fee for the first hour of credit $200

Private lessons are taught on a semester basis. Students are charged for the semester instead of for each individual lesson. There will be no refund on private music lessons after the first lesson.

Accompanist fees (if required)

- 1 credit hour $100
- 2 credit hours 120
- 3 credit hours 150

ITEMIZED SEMESTER EXPENSES FOR PART-TIME STUDENTS

Semester hour $355
Registration 10
Late Registration 20
Optional:

- Health Fee (per semester) 25
- Student Activity Fee (per semester) 25
- Yearbook Fee (optional) 40

SUMMER SCHOOL

Basic Fee (for graduate students who are taking 12 hours) $4,020
This includes the combination of courses in the three summer sessions.

Note: Graduate students who, for reasons of personal enrichment or remediation, choose to enroll in undergraduate courses outside the parameters listed in "Course Offerings" will pay according to the undergraduate catalog.

Tuition per semester hour $335
Registration Fee 10
Room 380 per term
Board 435 per term

DISCOUNTS

In those cases where more than one member of an immediate household is registered full time (at least 12 hours), a 25% discount on tuition only is permitted for all except the first student, provided the full accounts are paid by the last date under the deferred-payment plan.

Those involved must call the matter to the university's attention in order to be assured of receiving the discount. This policy does not include married children or students considered independent for financial aid purposes.

SETTLEMENT OF ACCOUNTS

Where possible, students should be prepared to pay full-semester charges on or before registration. All students are required to pay at least one-third down on or before registration.

Students who are unable to pay their accounts in full must either borrow the necessary funds or subscribe to the university's deferred-payment plan. Students who anticipate difficulty paying the full charges within the semester are encouraged to make advance arrangements for borrowing the needed funds.

Persons needing to borrow funds should apply for a Stafford Loan through the Financial Aid Office. The university also offers Visa, MasterCard and American Express services by which students may pay on their accounts.

Accounts must be paid before final examinations are taken. No student will be allowed to graduate, receive a diploma or transcripts until his/her account is paid in full.

DEFERRED-PAYMENT PLAN

Full-time, on-campus students desiring to participate in the university's deferred-payment plan are required to make a down payment of $2,250 at the time of registration. The balance of the semester's charges is to be paid in three equal payments. Off-campus and part-time students are required to pay approximately one-third of the total charges at the time of registration and the balance of the semester's charges in three equal monthly payments.

The same financial requirements apply to veterans and others where money is not sent directly to the university. In all cases, when the student does not have the down payment, a commitment letter is required from those underwriting the student's account.

FALL SEMESTER

First payment by September 15
Second payment by October 15
Final payment by November 15

SPRING SEMESTER
First payment by February 15
Second payment by March 15
Final payment by April 15

If payment is not made on or before the due date, a $20 fee will be assessed.

DEFERRED-PAYMENT PLAN FOR SUMMER SCHOOL

Ordinarily students are required to pay the full charges for the summer sessions at registration. However, those unable to pay the full amount may defer up to 50% of the charges for a maximum of 30 days. Students who do not register for all sessions at the time of the first registration must pay an additional registration fee of $10.00 for each session.

REFUND POLICY

No reduction of charges will be granted unless application is made within two weeks of any change in program or departure of the students. STUDENTS WHO WITHDRAW FROM THE UNIVERSITY AFTER THE FIFTH WEEK OF CLASSES WILL RECEIVE NO ADJUSTMENT ON TUITION AND FEES. Those whose study is interrupted by the university for discipline reasons will receive no adjustment on tuition and fees after the fifth week of classes. Room and board charges will be prorated from date of withdrawal. If a student withdraws during a semester and requests a refund of advanced payments, the following rules will determine the amount of adjustment, provided the student withdraws formally through the Office of Student Life.

1. Room and board will be adjusted by the full amount unused at the date of withdrawal.
2. Tuition and fees, with the exception of matriculation and registration fees, will be adjusted on the following percentages:
 - During first two weeks of semester.....80%
 - During third week of semester 60%
 - During fourth week of semester 40%
 - During fifth week of semester 20%
 - After fifth week of semester No Adjustment
3. NO REFUND ON MATRICULATION FEE, REGISTRATION FEE, OR LATE REGISTRATION FEE.
4. No person who registers as a full-time student and is later permitted to drop enough courses to place him/her in the classification of

a part-time student will be entitled to an adjustment or prorated tuition after the fifth week.

5. Mandatory refunds and repayments to Federal Title IV student financial aid programs will be calculated based upon earned and unearned aid percentages as outlined by the Federal Government. The formula for such calculations is based on the number of days in a given semester and the number of days attendance completed by the student prior to his/her withdrawal. Refunds mandated by the calculation could possibly increase the amount a student must pay after he/she withdraws from school.

Accounts with the school must be settled in full before a diploma or a transcript of credits is issued or a letter of honorable dismissal is granted. ACCOUNTS MUST BE PAID BEFORE FINAL EXAMINATIONS ARE TAKEN. NO STUDENT WILL BE ALLOWED TO GRADUATE UNTIL HIS/HER ACCOUNT IS PAID IN FULL.

REFUND POLICY FOR SUMMER SCHOOL

1. Withdrawals during the first week of classes will receive 50% credit on tuition. There is no refund after the first week.

2. There is no refund for the Registration Fee or Late Registration Fee. Refund for room and board will be prorated by the day.

3. Students who register for more than one term and officially withdraw prior to the first day of class of a later term will receive full refund for the later term.

GROUP DISCOUNT FOR EMPLOYER-ASSISTED ENROLLMENTS

Any organization with three or more employees concurrently enrolled in Lee University graduate courses with employer contributions toward tuition expenses will be eligible for a discount of 25% of the tuition for that semester.

FINANCIAL AID

Eligibility for financial aid is determined by filing the Free Application for Federal Student Aid (FAFSA) through the Federal Processor. The FAFSA can be completed online at www.fafsa.ed.gov/.

In order to receive federal aid, a student must be fully accepted into a graduate program. Provisional acceptance does not meet the requirements to qualify for federal aid.

Graduate students are eligible to apply for Stafford Loans. Maximum annual loan amounts are indicated below:

Subsidized Stafford	$8,500
Unsubsidized Stafford	10,000

These amounts will be subject to the student's filing for federal aid, showing eligibility for loans based on income and cost of attendance for school. Students may or may not be eligible for the maximum possible award based on these criteria.

LIFETIME LEARNING CREDITS

A family may claim a 20% tax credit for the first $5,000 of tuition and fees paid each year through 2002, and thereafter 20% of the first $10,000. This credit may be claimed for any number of years, starting July 1, 1998, provided students and taxpayers meet the criteria for each credit. If eligible, this credit can be applied to an individual annual tax return. The program is administered by the Internal Revenue Service. Questions should be addressed to a local IRS representative.

GRADUATE ASSISTANTSHIPS AND SCHOLARSHIPS

Assistantships and scholarships are available for full-time and part-time graduate students. Assistantship information can be obtained from the Director of the Graduate Program in each area of study.

STUDENT LIFE

RESIDENTIAL LIFE

Lee University has a Residential Life program that exists to meet the housing needs of graduate students who desire this service. On-campus housing may be provided for graduate students who send their housing application and deposit of $200 in before July 1 of each year. Space will be granted according to availability. Married/family housing is available but limited.

All graduate students are expected to abide by all rules and regulations governing residential life as established by the Student Handbook. These include regulations regarding care of room, safety concerns, and special services, among others. Graduate students and married students interested in securing on-campus housing should contact the Office of Residential Life and request a Housing Application.

COUNSELING AND TESTING

Lee University's Counseling and Testing Center is located on the third floor of the Watkins Building on the corner of Church and Eighth Streets.

COUNSELING

A professional staff with training and experience offers counseling for a wide variety of needs for graduate students and their families. Counseling is by appointment and is confidential. For issues of a more serious nature, students may be referred to an off-campus agency.

TESTING

The Office of Counseling and Testing coordinates a testing program designed to assist students in learning more about themselves. Individual testing for purposes of counseling is also available in the Counseling Center.

This office serves as a national testing center for the ACT and MAT. Registration materials are also available for other national tests including the GRE, MCAT, GMAT, PPST, and NTE. Personality and career testing is also administered by request.

CHAPEL

Although graduate students are not required to attend chapel services, they are invited to participate. Chapel is held in the Conn Center on Tuesday and Thursday mornings and on Sunday evenings. Spiritual life counseling is also available in the Campus Pastor's office.

LIFESTYLE EXPECTATIONS

Graduate students will be expected to adhere to all rules and policies of Lee University while on campus. Every student is provided a copy of the Student Handbook at registration and is encouraged to read it thoroughly.

Lee University is a smoke-free, alcohol-free, drug-free campus. Graduate students are expected to respect campus norms.

Sexual harassment, unwelcome sexual advances, premarital or homosexual conduct, requests for sexual favors and other verbal or physical conduct of a sexual nature will not be tolerated on campus. Students who are subjected to harassment should promptly contact the Vice President for Student Life.

Questions regarding student lifestyle expectations can be directed to the Dean of Students. This office is located on the third floor of the Higginbotham Administration Building.

ATHLETICS

Graduate students are invited to attend intercollegiate athletic activities. Varsity teams compete in men's and women's basketball, tennis, soccer and cross-country; women's fast-pitch softball and volleyball; and men's golf and baseball. Students interested in participating in intercollegiate athletics should contact the university's Athletic Director to verify eligibility.

RECREATION AND FITNESS

The DeVos Recreation Center offers a wide range of equipment and activities from treadmills and weights to racquetball and billiards. Graduate students have full use of the facility and its services with a minimal additional fee for some features such as lockers and supplies. Immediate family members (i.e. spouses and children of graduate students) may purchase memberships by the semester or calendar year.

Fees for adults are $25 per year. Children (15 and up) are $15 per year. Membership includes full use of the facilities and the same privileges as students. Children under the age of 16 must have adult supervision at all times. The DeVos Recreation Center is not appropriate for pre-school age children. Participants **must present a valid ID** at the reception desk prior to use of facilities.

COMMUTER SERVICES

Non-resident students may get assistance from the Office of Residential Life. This office will assist in locating apartments and roommates for interested graduate students. This office also provides other services to all "non-traditional" students on campus.

INTRAMURALS

Graduate students and their spouses may participate in intramural contests by paying the Intramural Activity Fee and registering for the events of their choice. The fee must be paid each semester they wish to compete. Intramurals include: basketball, softball, racquetball, flag football, table tennis, billiards, bowling, and many other activities.

HEALTH CLINIC

Lee University maintains a Health Clinic which provides a variety of medical services including certain lab tests, immunizations, and medications. Students are treated by a registered nurse, campus or local physician or taken to the emergency room. The Health Clinic fee is mandatory for full-time students and optional for part-time.

Students with chronic health conditions are urged to contact the Health Clinic as soon as they arrive on campus. Everyone is encouraged to purchase student health insurance if they have no other coverage.

The primary objective of the Health Clinic is to give first aid and medical treatment. No student is refused treatment, and all information is confidential. There are no in-patient beds or isolation facilities available on campus. Students with communicable diseases are assisted in making arrangements to return home to recover.

Students with health-related problems requiring ongoing care are strongly encouraged to contact the Director of the Health Clinic prior to registration so arrangements can be made for medical supervision.

The Health Clinic is located in the house on the north end of the Sharp Pedestrian Mall across from the Behavioral and Social Sciences Building and DeVos Tennis Center.

CAMPUS SAFETY

All graduate students are required to have a valid Student ID made each school year, and must present this ID to any campus safety officer upon request. Additionally, all motor-driven vehicles must be registered with the Campus Safety Office. Student vehicles are assigned to an off-the-street parking area but are not assigned specific parking spaces. Parking is on a first-come, first-served basis. Automobiles parked illegally will be ticketed and in some cases "booted" or towed at the owner's expense.

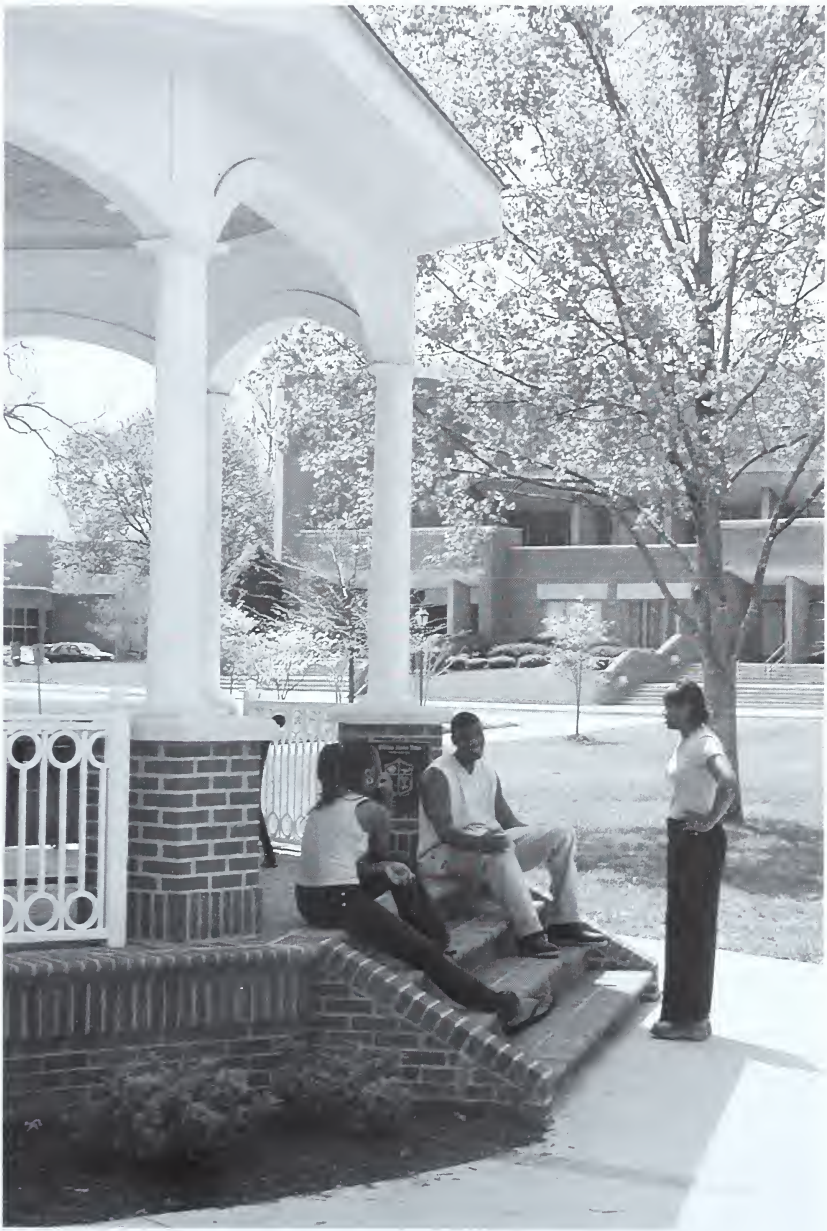
STUDENT GRIEVANCES AND APPEALS

Lee University is committed to a policy of responsiveness to students who express that actions and decisions of university personnel are inappropriate and detrimental.

A student grievance or complaint should be discussed with the university employee responsible for the specific decision or having authority for the condition in the institution giving rise to the complaint. If the discussion does not resolve the issue, the student should submit a signed written complaint stating the facts as perceived and the requested action or change of decision. The written complaint may be submitted to the original employee and/or to the employee's supervisor. Each supervisor is committed to assist in resolving problems and complaints in accordance with professional standards. The standards include respect for differences in viewpoint; protection of the right of students to seek clarification of policy or changes in policy; and delivery of satisfactory service in accordance with stated program objectives.

Students are expected to demonstrate appropriate respect in both oral and written complaints. When a member of the faculty, administration, or staff renders a decision that is in accordance with institutional policy, the student should recognize that an appeal for exceptions to policy and recommendations for changes in policy involve privileges that usually exceed the authority of a given employee.

Graduate students should seek resolution of complaints with the director of their respective graduate program. If a satisfactory resolution cannot be reached, the student may appeal to the program director's supervisor or to an appropriate university vice president.




ere your mind will be stro
get a grasp on God's plan
good look at Lee."
, President

ACADEMIC POLICIES

COURSE NUMBERING SYSTEM

Graduate courses are identified by a departmental abbreviation followed by a three digit 500-level course number.

STUDY LOAD

To be classified as a full-time graduate student, one must be enrolled in at least nine hours per semester. Maximum graduate enrollment is 12 hours per semester. Students enrolled in summer sessions may take a maximum of six hours per session. For sessions shorter than four weeks, the maximum load is four hours.

AUDITING

A qualified student may apply for permission to audit a class. The student must meet the regular university entrance requirements and pay the audit fee per credit hour. Students may not change their audit classification to obtain credit after the last date to register. Students may not change from credit to audit after the last day to register. Such a change to audit would not entail a refund.

TRANSFER CREDIT

Lee will allow up to six semester credit hours of a program to be comprised of transfer credit from a regionally accredited graduate program, when the grade received is a "B" or better. The individual program committee must approve application of transfer credits.

GRADING

The Lee University graduate programs will use the following system of grading and quality points for all graduate-level courses. These letter grades are assigned grade point values as follows:

A	Excellent	4.0 quality points
A-	Excellent	3.7 quality points
B+	Good	3.3 quality points
B	Good	3.0 quality points
B-	Good	2.7 quality points
C+	Passing	2.3 quality points
C	Passing	2.0 quality points
F	Failing	0 quality points
I	Indicates the student's work was incomplete	

P Passing Credit (no quality points)
S Satisfactory progress, no credit
W Student officially withdrew from the class without penalty

A grade of "I" will become an "F" if the student's work is not completed by the end of the following semester or unless a written extension has been approved by the Dean or the Vice President for Academic Affairs. The "I" may be awarded only in rare cases involving extenuating circumstances.

A grade of "W" (withdrawal) is assigned to a student who, for any reason, officially withdraws or is withdrawn by the official semester date. This "W" is assigned without quality point penalty to the student.

ACADEMIC PROBATION AND DISQUALIFICATION

Satisfactory progress toward the degree is required. A student may be disqualified from further graduate work if a 3.0 grade-point average is not maintained. In the event that the grade-point average drops below the minimum level, the student may be given one enrollment period to raise it to the satisfactory level.

TIME LIMITS

Course work completed more than 10 years prior to admission is not accepted toward meeting degree requirements. The student has a maximum of six years from the date of admission to degree standing (and registration for course work) in which to complete the requirements for the master's degree. Please refer to specific program sections within the catalog for detailed policies.

WITHDRAWING FROM THE UNIVERSITY

Students may withdraw from the university at any time beginning the first day of classes until the final day of classes for the semester. Withdrawals will not be processed after final exams have begun. Following is the procedure:

1. Students wishing to withdraw from the university must make an official request to do so to the graduate program director. The student must also complete an exit interview in the Student Financial Aid Office and will be given a form indicating the exit interview has taken place.

2. The Financial Aid Exit Interview form and the student's current University I.D. card must be presented in the Student Life Office. The student will be given a Permission to Withdraw Request form to complete.
3. The Vice President for Student Life must approve the withdrawal request. Upon approval, the Registrar's Office, the Business Office and the residence director will be notified.

Withdrawn students will not be allowed to continue on the meal plan or remain in campus housing and should make arrangements to move immediately upon withdrawal.

Students who withdraw from the university will receive the grade of "W" for all courses.

The Business Office will issue a final statement of the student's account. See the Financial Information section of this catalog for pro rata billing information.

Students who have preregistered and have been early billed but decide not to return to school should contact the Business Office to clear their accounts. No action is required for preregistered students who did not early bill and decide not to return to school.

WITHDRAWAL FROM COURSES

Students may withdraw from a class without grade penalty until the official withdrawal deadline date in the university calendar. The student must secure the appropriate form from the Office of the Registrar and obtain an approval signature from the professor. The student will receive a "W" grade in the course from which he or she withdraws. A student who never attends or stops attending a course for which he or she is officially registered will receive an "F" in that course if accepted procedures for withdrawal are not followed.

RELEASE OF TRANSCRIPTS

Transcripts of Lee University course work are available approximately four weeks after the completion of courses. Requests must be made in writing and should include the following information: the last semester attended, where the transcript is to be sent, date of graduation (if applicable), social security number, and signature. A Lee

University Transcript Request form is available for the student's convenience. A $5 per copy fee applies. Transcripts, diplomas, and/or verification of degrees will not be released until all the student's financial obligations to the university are met.

CONFIDENTIALITY OF STUDENT RECORDS

In accordance with the Family Educational Rights and Privacy Act of 1974, Lee University students have the right to review, inspect, and challenge the accuracy of information kept in a cumulative file by the university unless the student waives the right. The law further ensures that records cannot be released except in emergency situations without the written consent of the student other than the following:

1. to other school officials, including faculty within the educational institution who have legitimate educational interest;
2. to officials of other schools in which the student intends to enroll, upon condition that the student be notified of the transfer, receives a copy of the record if desired, and has an opportunity for a hearing to challenge the content of the record;
3. to authorized representatives of (1) the Comptroller General of the United States, (2) the Secretary, (3) an administrative head of an educational agency, or (4) state educational authorities;
4. in connection with a student's application for, and receipt of, financial aid; and
5. in cases of information classified as "directory information." The following categories of information have been designated by the university as directory information: name, address, telephone listing, e-mail address, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent previous educational institution attended by the student. If the student does not wish such information released without consent, the student should notify the Office of Student Records prior to the first day of classes each semester.

Questions concerning this law and the university's policy concerning release of academic information may be directed to the Director of Student Records.

COLLABORATIVE STATEMENT

Lee University and the Church of God Theological Seminary have complementary programs in graduate and professional education. The schools have established a cross-registration policy that allows students at either institution to enroll in courses at the other school. The cross-registration policy expands the curricular offerings available to students in both institutions. Courses taken by cross-registration are not considered transfer credits.

The student who chooses to cross-register for a course must have the permission of the school in which he or she is seeking a degree. As a general rule, electives can be taken by cross-registration with the approval of the academic advisor. Courses within concentrations can be taken with the approval of the academic advisor and the program director. However, core classes cannot be taken except in extraordinary circumstances. These exceptions must be approved by the dean.

The student who cross-registers for a course must meet the qualifications for the course. Qualifications include both the stated pre-requisites of the course and the necessary background preparation. The student's advisor, in consultation with the course professor and/or program director will determine eligibility for cross-registration. Any student cross-registering for a course must have adequate proficiency in English as determined by a TOEFL score of 550 or the approval of the professor.

Lee University and the Theological Seminary will distribute copies of their course schedules for each semester at least one week prior to pre-registration. Copies of the schedules are available to students through their advisors.

PROJECT/THESIS STATEMENT

Once the master's candidate has completed all required course work, registration is required each succeeding semester toward the completion of the final project or thesis. During the semester(s) that this occurs, enrollment will be in the graduate course entitled "Final Project Extension" for which no credit will be awarded. This course will not count toward the student's graduate program requirements but will rather continue active status as a graduate student. The cost of the course is equal to one graduate credit hour.

Each graduate program has specific Final Project and Thesis requirements. A copy of these requirements may be obtained from the graduate program directors.

POLICIES FOR THESES

Theses will be cataloged using the following procedures:

1. An OCLC constant data template will be used for cataloging on a level to be determined by the technical services librarian. The call number will contain the LC classification number for Lee University or Church of God Theological Seminary, as the case may be; a cutter number for the school; a cutter number for the author; and the year. This will give global access to the thesis.

2. Specific subject headings will be used.

3. The library will keep two copies for the institution. One copy would be for preservation and be placed in either Squires Library Special Collection, or the Hal Bernard Dixon, Jr. Pentecostal Research Center, or at some other place that the institution designates for an archives. A copy is also recommended for the Squires Library circulating collection. Graduates in the church music program must make one additional copy for the Music Resource Center.

4. A microform copy of the thesis should not be held.

5. The cost for binding library copies should be covered by the student, who makes payment to the institution. The department or school receiving payment should credit the funds to the proper Squires Library account. The charge for binding is $8.00 per copy. A fee totaling $15.00, in addition to the sum for binding, will be paid to the library for handling the bindery process. Should a student, at a later date, bring additional copies of the thesis to be bound, a fee of $5.00 will be added to the total of the binding bill to cover processing a second order.

6. The student should submit six copies of the thesis to the school or department of student's major field, which will have theses for all students delivered at one time to the library for binding. A form having the student's name, thesis title, school

and department, payment collected, number of copies, and other relevant information should be included with each thesis.

7. The library will be responsible for preparing bindery orders and sending the theses to the bindery (library copies, additional institution required copies, and students' personal copies). The library will send all bound copies, when returned, to the proper department or school except for copies to be cataloged by the library.

8. The library copy and the archival copy should be on paper that is acid free and 25% rag content.



COLLEGE OF ARTS AND SCIENCES

Master of Science in Professional Counseling

Master of Science in School Counseling

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING
MASTER OF SCIENCE IN SCHOOL COUNSELING

MISSION AND PHILOSOPHY

The counseling faculty at Lee University affirms its commitment to counseling as an effective, viable means of assisting individuals and families through normal development, in the prevention of problems, and in coping effectively with personal, social and spiritual problems.

We believe that God exists, that He is the source of all truth, and that He calls us into relationship with Himself and others. The theological paradigm which portrays human nature as created by God, sinfully altered by the fall, and redeemed in Jesus Christ, provides the foundation upon which an understanding of human nature is rightfully based. These truths serve to inform counseling theory and practice. Therefore, the major purpose of graduate studies in counseling is to train students from a Christian perspective. Counseling programs at Lee University are designed to prepare highly knowledgeable and skilled professional practitioners who have developed Christian character, personal integrity and a healthy personality.

The practice of counseling is based on theory and research information, an understanding of ethical practices, and a set of professional and interpersonal skills. Exposure to conceptual frameworks, research findings and informed practice is the basic curriculum model employed. It is recognized that an interaction of these components is essential.

The counselor, regardless of his/her theoretical stance, functions as a change agent. Effective and positive change is brought about by assisting clients to examine and modify their behavior for more effective living, and by assisting clients to cope with, adjust to, or otherwise negotiate the environments affecting their psychosocial well-being. For optimal change to occur, the counselor must also be sensitive to the spiritual needs of the individual. We believe that the Grace of God and the indwelling of the Holy Spirit are the ultimate experiences through which individuals can achieve wholeness and maturity.

The counseling faculty, while representing diverse views, is in agreement that individual beliefs and theoretical patterns must be fostered in graduate counseling students. Faculty members represent an array of models and information which they make available to students to help them clarify their own philosophical, theoretical, and practical positions. Special emphasis is given to the enhancement of self-awareness and personal value clarification regarding such issues as the nature of humankind and the meaning of life. Students are continually assisted in the process of maturation in the image of Christ. The opportunity to consider and refine a personal perspective on life is encouraged as an evolving aspect of individual development.

An interdisciplinary approach is espoused in the education of counselors. Truth as revealed in the Bible serves as the foundation for all knowledge. All the social sciences are considered important to the understanding of the complexity of human behavior. Informed eclecticism is encouraged, and the student is assisted in formulating a personal theoretical model which considers sound scientific research and theological insights.

PROGRAM GOALS

Counseling programs at Lee University are based upon the following goals which reflect both programmatic and individual needs:

1. To provide a curriculum which contains an appropriate balance between both didactic and experiential learning.
2. To provide a curriculum which reflects faculty expertise and competencies; students' needs for credentialing; and the community's needs for well-trained counselors.
3. To provide students with the opportunity to test out their newly acquired skills in a structured, supervised environment prior to applying these skills in the work world.
4. To provide a comprehensive program which is open to change and revision based upon the changing needs of students, faculty, the institution and society.
5. To provide a comprehensive program that enables students to gain knowledge and experience that will enhance their identity as a professional counselor.

6. To prepare the student for ongoing graduate study in a doctoral program.
7. To provide a program that teaches the theory and practice of counseling in conjunction with application of biblical principles and values.
8. To provide a learning environment which is sensitive to the person and work of the Holy Spirit.

MASTER OF SCIENCE IN PROFESSIONAL COUNSELING

STATEMENT OF PURPOSE

The Master of Science degree in Professional Counseling prepares professionals to work in a wide variety of community agencies such as mental health centers, probation and parole departments, substance abuse centers, residential treatment centers, church related counseling centers, and private practice. The Master of Science degree is also a preparatory degree for doctoral study in Counseling. Additionally, this degree is the first stage toward licensure as a professional counselor.

PROGRAM OBJECTIVES

At the end of the master's program, the graduate should have acquired the necessary advanced skills, knowledge, and experience to:

1. Counsel individuals and groups relative to personal issues, social problems, and educational and vocational objectives.
2. Provide individual and group counseling services in a wide variety of community service settings.
3. Conduct counseling or therapeutic interviews to assist individuals in gaining insight into personal problems, in defining goals and to plan actions which reflect their interests, abilities and needs.
4. Provide occupational and educational information to enable individuals to formulate realistic vocational and educational plans.
5. Collect data about individuals through the use of interviews, case histories, psychometric instruments, observational techniques and related methods.
6. Select, administer, and interpret tests designed to assess individuals; and apply the knowledge of statistical analysis in doing so.

7. Evaluate data to identify the causes of problems of individuals and to determine the advisability of counseling or referral to other specialists or institutions.
8. Demonstrate an understanding of special needs populations (e.g. persons in poverty, physical abuse victims, substance abusers, juvenile offenders).
9. Interpret and evaluate research data.
10. Demonstrate a sensitivity to, and an appreciation of, the spiritual needs of individuals.
11. Demonstrate an understanding of the issues and concerns surrounding the integration of Christian faith and counseling theory and practice.
12. Articulate a personal approach to counseling which integrates faith and learning.
13. Discuss the dynamic of the Holy Spirit which is central to the Pentecostal/Charismatic tradition.

PROGRAM OF STUDIES

The program is composed of a minimum of five semesters of approved graduate study. The typical full-time student will complete the program in approximately two full years. A minimum of 60 semester hours is required. The program core provides educational preparation in human growth and development, cultural foundations, a Christian perspective on counseling, helping relationships, group work, career and lifestyle development, appraisal, research and professional issues. The clinical portion of the program provides supervised counseling experience working in the community with culturally diverse clients. The program furnishes additional training in community systems, family systems and diagnosis and pathology.

Many faculty members are practitioners who bring real world experience into the classroom. Faculty are selected to teach courses according to their expertise, and emphasis is on practical application of concepts and theory.

I. REQUIRED COURSES
 A. CORE AREAS (33 hours)
 CSL 500 Introduction to Professional Counseling (3)
 CSL 508 Personality Theory (3)
 CSL 512 Counseling Research Methods (3)
 CSL 516 Human Growth and Development (3)
 CSL 520 Counseling Theories and Techniques (3)
 CSL 524 Psychopathology (3)
 CSL 550 Group Process and Practice (3)
 CSL 554 Measurement and Appraisal in Counseling (3)
 CSL 558 Social and Cultural Diversity in Counseling (3)
 CSL 562 Lifestyle and Career Development (3)
 CSL 571 Christian Perspectives on Counseling (3)
 B. CLINICAL EXPERIENCE (9 hours)
 CSL 548 Practicum in Counseling (3)
 CSL 572 Counseling Internship I (3)
 CSL 590 Counseling Internship II (3)
II. ELECTIVES (18 hours minimum)
 A. SPECIALTY - Marriage and Family Therapy
 CSL 551 Marriage and Family Therapy (3)
 CSL 555 Advanced Marriage and Family Therapy (3)
 CSL 557 Marriage and Family Systems (3)
 CSL 561 Counseling Children and Adolescents: Developmental Issues and Interventions (3)
 CSL 563 Human Sexuality (3)
 B. GENERAL
 CSL 569 Play Therapy (3)
 CSL 573 Introduction to Addiction Counseling and Treatment (3)
 CSL 575 Advanced Techniques of Counseling (3)
 CSL 577 Crisis Counseling and Suicidology (3)
 CSL 579 Matters of Life and Death (3)
 CSL 581 Clinical Psychopharmacology (3)
 CSL 583 Advanced Assessment and Treatment Planning (3)
 CSL 585 Assessment and Treatment of Personality Disorders (3)
 CSL 587 Special Topics in Counseling (1)
 CSL 589 Special Topics in Counseling (2)
 CSL 591 Special Topics in Counseling (3)
 CSL 593 Directed Research (1)
 CSL 595 Directed Research (2)
 CSL 597 Directed Research (3)

III. ADDITIONAL REQUIREMENTS (0 hours)
Comprehensive Examination (0)

TYPICAL TWO-YEAR CURRICULUM

Several configurations or sequences for completing required course work are possible. There are a variety of considerations and restrictions that limit the flexibility of these options and demand close attention when developing a program of study. Several of the more important factors to consider are the prerequisites or corequisites of each course, the availability of a given course in a specific semester, individual interests, and ability and desire to enroll during the summer.

The following sequence is a possible program of study. This sequence is not required, but is simply an example. Several assumptions underlie this program: (1) the desire to complete in four semesters, (2) enrollment only during fall and spring semesters, and (3) no transfer work being applied.

Year One

Fall

CSL 500 Introduction to Professional Counseling (3)
CSL 508 Personality Theory (3)
CSL 524 Psychopathology (3)
CSL 571 Christian Perspectives on Counseling (3)

Spring

CSL 516 Human Growth and Development (3)
CSL 520 Counseling Theories and Techniques (3)
CSL 548 Practicum in Counseling (3)
CSL 554 Measurement and Appraisal in Counseling (3)

Summer

Elective (12)

Year Two

Fall

CSL 550 Group Process and Practice (3)
CSL 558 Social and Cultural Diversity in Counseling (3)
CSL 572 Counseling Internship I (3)
Elective (3)

Spring

CSL 512 Counseling Research Methods (3)
CSL 562 Lifestyle and Career Development (3)
CSL 590 Counseling Internship II (3)
Elective (3)

CLINICAL EXPERIENCES

Clinical experiences are an integral part of a degree in counseling at Lee University. The counseling practicum and internship placements provide an opportunity to practice skills and to utilize acquired knowledge in real life situations. Fieldwork activity follows a developmental model consisting of a sequence of training experiences of increasing complexity and responsibility. Each level of training is designed to accommodate the student's particular level of professional development.

PRACTICUM

Practicum refers to the experience of working with clients within the setting of a formal course, under direct supervision of a faculty member. Students are required to complete a minimum of 100 hours of practicum prior to entering an internship. A minimum of 40 hours must be in direct contact with clients. The remaining hours can be indirect in nature, i.e. the student may participate in role playing, observe counseling sessions, review taped sessions, and so on.

INTERNSHIP

Internship refers to a formalized arrangement by which the student is assigned to a community agency in order to gain experience in the many facets of the role of a counselor, including but not limited to direct services to clients.

LIABILITY INSURANCE

Students are required to obtain liability insurance prior to beginning field experiences.

MASTER OF SCIENCE IN SCHOOL COUNSELING

STATEMENT OF PURPOSE

At the heart of the M.S. program in School Counseling is the recognition of the inseparability of the school and the community and the role that counselors have in being advocates for all children and adolescents within these contexts. The program is designed to prepare highly knowledgeable and skilled professional practitioners who have developed Christian character, personal integrity and a healthy personality. The program will lead students to develop skills in guiding and counseling children and adolescents, in facilitating team-building efforts, collaboration and coordination between teachers, parents, support personnel, and community resources, and in developing and implementing school guidance and counseling programs. Therefore, the purpose of the Master of Science program in School Counseling (PreK-12) is two-fold: 1) to provide a route to initial school counselor licensure and 2) to educate school counselors to become advocates and systems specialists who are capable of assessing, developing, implementing, and sustaining programs for youth PreK-12 from diverse backgrounds.

Students who successfully complete the degree program and meet all standardized test requirements and other conditions set by the state, are eligible for school counselor licensure in grades PreK-12 (NTE Praxis-School Counselor Exam) and for certification by the NBCC (Licensed Professional Counselor Exam).

The M.S. program in School Counseling would benefit students with undergraduate degrees in psychology, sociology, human development or teacher education that are seeking to become a licensed school counselor in the PreK-12 school setting. Students entering the program may often be mature students embarking on a career change or those who begin immediately upon completion of the undergraduate degree. Applicants must have earned a baccalaureate degree. The program offered by the Department of Behavioral and Social Sciences includes integrated academic and field-based experiences that provide the knowledge base and develop the skills, abilities, and understanding needed for success as a school counselor in an elementary or secondary school environment. The curriculum is designed to equip graduates to assume roles as professional counselors who will emerge as leaders in the field of school counseling.

PROGRAM OBJECTIVES

One of the main tasks of the school counselor is to integrate the school counseling program into the total school curriculum, by systematically providing knowledge and skills to assist preK-12 students in maximizing their academic, career, and personal/social development. The Tennessee State Department of Education has established standards and goals for school counselor preparation programs. Therefore, based on licensure standards set by the Tennessee State Department of Education, the M.S. in School Counseling degree program at Lee University will provide the prospective candidate with the knowledge and skills to develop the following outcomes:

1. An understanding of the nature and needs of students in grade levels PreK-12 as well as the ability to apply knowledge from the area of human growth and development and learning theories; to identify learning problems; and to assist teachers and parents in responding to counseling and guidance interventions with students.
2. An understanding of the process of social and cultural change with respect to various racial, gender, and ethnic groups, and knowledge of differing cultural and lifestyle patterns and the ability to develop plans and programs to prevent person and substance abuse, discrimination, and dropping out of school.
3. An understanding of the philosophical basis underlying the helping process and the ability to facilitate student growth and development through both counseling and consulting activities, including contributing to the development and implementation of the individualized educational programs (IEPs) for students with special needs.
4. The ability to lead large and small group counseling and guidance activities related to personal and interpersonal growth, self-help and problem solving, and career development.
5. An understanding of changes in society and technology and the influence of changes on work and learning as well as the ability to develop and implement a comprehensive career development program.
6. The ability to assist in curriculum advisement and career counseling using a variety of materials, strategies, and technologies.

7. An understanding of appropriate test and other assessments to assist students and their parents in making effective educational, social, and career decisions as well as the ability to use group-administered educational and psychological measurement and appraisal instruments.
8. An understanding of research and research design as well as the ability to conduct research and evaluation projects related to the outcomes of counseling and guidance services.
9. The ability to plan, manage, and evaluate a comprehensive PreK-12 program of guidance and counseling services.
10. An understanding of the ethical and legal standards of guidance and school counseling professionals.
11. The ability to work with teachers, school social workers, school psychologists, and family resource center staff in meeting student needs.
12. The ability to inform students, teachers, parents, and the community about the purposes and activities of the school guidance and counseling program.
13. The ability to work with parents and conduct parent education activities.
14. The ability to use community resources and referral processes, and develop effective partnership arrangements with community agencies.

PROGRAM OF STUDIES

The Master of Science in School Counseling (PreK-12) prepares individuals to work as school counselors. Requirements lead directly to licensure as a School Counselor by meeting all of the requirements of the Tennessee State Department of Education. The requirements for this track include a 48-semester hour curriculum that includes a full year placement in a school setting. This curriculum includes 42 semester hours of required courses and six semester hours of elective courses. The program is composed of a minimum of four semesters of approved graduate study. The typical full-time student will complete the program in approximately two full years.

The program core will provide educational preparation in school guidance and counseling programs, human growth and development, social and cultural foundations of counseling, cross-cultural issues in counseling, a Christian perspective on psychology, helping relationships, group work, career and lifestyle development, appraisal, research and professional issues. The program core will also provide supervised

counseling experience working in schools with culturally diverse students in grades PreK-12. The program furnishes additional training in family systems, human sexuality, crisis intervention, collaboration, and approaches to working with children and adolescents with disabilities.

I. REQUIRED COURSES
 A. CORE AREAS (33 hours)
 CSL 502 School Counseling Programs: Principles & Administration (3)
 CSL 508 Personality Theory (3)
 CSL 512 Counseling Research Methods (3)
 CSL 516 Human Growth & Development (3)
 CSL 520 Counseling Theories & Techniques (3)
 CSL 550 Group Process and Practice (3)
 CSL 554 Measurement and Appraisal in Counseling (3)
 CSL 558 Social and Cultural Diversity in Counseling (3)
 CSL 561 Counseling Children and Adolescents (3)
 CSL 562 Lifestyle & Career Development (3)
 CSL 592 Seminar in Guidance & Counseling (1)
 EDU 561 Multicultural Education (2)
 SPE 517 Policies and Procedures (2)
 B. CLINICAL EXPERIENCE (9 hours)
 CSL 546 Practicum in School Counseling (3)
 CSL 570 Internship in Elementary School Counseling (3)
 CSL 588 Internship in Secondary School Counseling (3)
II. ELECTIVES (6 hours minimum)
 CSL 524 Psychopathology (3)
 CSL 557 Marriage and Family Systems (3)
 CSL 561 Human Sexuality (3)
 CSL 569 Play Therapy (3)
 CSL 571 Christian Perspectives on Counseling (3)
 EDU 596 Internship I (3)
 SPE 520 Nature and Characteristics Mild/Moderate Disabilities (3)

III. ADDITIONAL REQUIREMENTS (0 hours)
 NTE Praxis – School Counselor Exam

TYPICAL TWO-YEAR CURRICULUM

Several configurations or sequences for completing required course work are possible. There are a variety of considerations and restrictions

that limit the flexibility of these options and demand close attention when developing a program of study. Several of the more important factors to consider are the prerequisites or corequisites of each course, the availability of a given course in a specific semester, individual interests, and ability and desire to enroll during the summer.

The following sequence is a possible program of study. This sequence is not required, but is simply an example. Several assumptions underlie this program: (1) the desire to complete in five semesters and (2) no transfer work being applied.

Year One

Fall

CSL 502 School Counseling Programs: Principles & Administration (3)
CSL 550 Group Process & Practice (3)
CSL 561 Counseling Children and Adolescents (3)
Elective (3) or
EDU 596 Internship I (optional; for students without teacher licensure) (3)

Spring

CSL 512 Counseling Research Methods (3)
CSL 516 Human Growth & Development (3)
CSL 520 Counseling Theories & Techniques (3)
CSL 546 Practicum in School Counseling (3)

Summer

CSL 516 Human Growth & Development (3)
SPE 517 Policies and Procedure (2)
Elective (3) or
EDU 561 Multicultural Education (2)

Year Two

Fall

CSL 508 Personality Theory (3)
CSL 562 Lifestyle & Career Development (3)
CSL 570 Internship in Elementary School Counseling (3) OR
CSL 588 Internship in Secondary School Counseling (3)

Spring

CSL 554 Measurement and Appraisal in Counseling (3)
CSL 570 Internship in Elementary School Counseling (3) OR

CSL 588 Internship in Secondary School Counseling (3)
CSL 592 Seminar in Guidance and Counseling (1)
Elective (3)

CLINICAL EXPERIENCES

Clinical experiences in a school setting are an integral part of a degree in school counseling at Lee University. The counseling practicum and internship placements provide an opportunity to practice skills and to utilize acquired knowledge in both elementary and secondary school settings. Fieldwork activity follows a developmental model consisting of a sequence of training experiences of increasing complexity and responsibility. Each level of training is designed to accommodate the student's particular level of professional development.

PRACTICUM

Practicum refers to the experience of working with students and teachers within the setting of a formal course, under direct supervision of a faculty member. Students are required to complete a minimum of 100 hours of practicum prior to entering an internship. A minimum of 40 clock hours must be in direct contact with clients. The remaining hours can be indirect in nature, i.e., the student may participate in role-playing, observe counseling session, review taped sessions, and so on.

INTERNSHIP

Internship refers to a formalized arrangement by which the student is assigned to a school in order to gain experience in the many facets of the role of a school counselor, including but not limited to direct services to clients. The internship experience includes two separate placements: (1) an elementary school and (2) a secondary school. Students are required to complete a minimum of 600 clock hours of internship. A minimum of 240 clock hours must be in direct contact with clients. The remaining hours can be used to provide the student with opportunities for a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings, IEP meetings and consultation, etc.).

ADMISSION

PROCEDURES

1. Application materials for the Master of Science Degree in Professional Counseling and Master of Science Degree in School Counseling may be obtained from the office of the Program Director.
2. Applications will not be acted upon until all required documents have been received (including transcripts, letters of recommendation, and entrance exam scores). Applications are processed monthly. In order to allow time for the university and the program admissions committee to process the applications, it is **advisable** to have applications completed by the following dates:

 May 1 for Fall matriculation
 October 1 for Spring matriculation

REQUIREMENTS

Applicants who are granted regular admission must meet minimum requirements. Among those elements of the total evaluation process are the following:

1. A bachelor's degree from a regionally accredited college or university.
2. An undergraduate cumulative grade point average of 3.0 or above on a 4 point scale.
3. A cumulative grade point average of 3.0 or above on a 4 point scale for any graduate work completed.
4. No specific undergraduate major is essential for admission. Applicants are encouraged to have undergraduate credit in subjects that embrace human development, sociology, psychology and statistics. Applicants without adequate preparation may be accepted upon the condition that they register for additional courses deemed necessary by the admissions committee.
5. A minimum of two classes in biblical education. It is recommended that one course be in the area of Christian Thought, and the other in the area of Christian Ethics. Applicants not meeting this requirement may be admitted, but would have to complete any deficiencies as a part of their program. These

courses would be in addition to the 60 hours required for the professional counseling program.

6. Scores on the Graduate Record Examination (GRE) **OR** the Miller Analogies Test (MAT). Scores must be no more than five years old. The GRE Advanced tests and Subject tests are not required. For regular admission, scores should be in the 50th percentile or higher.
7. MMPI-2 (Minnesota Mutiphasic Personality Inventory-2) Requirement: All applicants must submit a "Profile for Basic Scales" from the MMPI-2. A full interpretive report or psychological profile is *not* necessary to complete this requirement.

Each applicant must submit the following:

1. Completed application form.
2. $25.00 application fee (non-refundable).
3. Official transcripts from all colleges and universities attended.
4. Scores from the Graduate Record Examination (GRE)

 OR

 Scores from the Miller Analogies Test (MAT)

 NOTE: Individuals who have completed a graduate degree at an accredited college or university are not required to submit test scores.
5. Three recommendation forms, two of which must be from former professors familiar with your work (recommendation forms are included in the application packet).
6. Autobiographical information (guidelines are included in the application packet).
7. Personal interview for those who are finalists in the application process (phone interviews may be conducted in cases where face to face interviews are impossible).
8. Signed copy of MMPI-2 Profile for Basic Scales.

HOURS REQUIRED

A minimum of 60 semester hours are required to complete the Master of Science degree in Professional Counseling. A minimum of 48 semester hours are required to complete the Master of Science degree in School Counseling.

TRANSFER CREDIT

A maximum of nine semester hours of credit may be transferred into the program. Approval for the substitution of required course work is made on an individual basis in consultation with the student's advisor and the Program Director. The courses must have been completed before beginning studies at Lee University.

NON-DEGREE STATUS

Students desiring to take courses without full admission status in our program may choose one of the following options. With any category of non-degree status, students will be required to complete a non-degree status application and submit official transcripts from all colleges and universities attended. If at any time non-degree students wish to pursue one of the Master of Science programs, full admission status will be required, including a separate application and all other full admission status requirements. Completion of course work under non-degree status does not guarantee that students will be granted full admission status.

1. A maximum of nine semester hours may be taken at the applicant's risk as an unclassified student. Enrollment will be limited to specific entry level courses. Courses must be approved by the director of the graduate studies in Counseling.
2. Professionals who hold a master's degree in counseling or a closely related field but do not satisfy state requirements for licensure may take a maximum of six courses through one of the Counseling programs.
3. Professionals who hold a master's degree in counseling or a closely related field, **AND** hold state licensure as a counseling professional, may take any course offered by the Counseling Program.

ADMISSION WITH DEFICIENCIES

Students may be admitted into the program with deficiencies if they lack appropriate course work in their undergraduate programs. Deficiencies should be completed during the first year of study. Credits taken to make up deficiencies do not count toward the 60 hour credit requirement.

FULL-TIME VS. PART-TIME

1. Although it would be the faculty's preference, students need not always take a full-time course load. They should know, however, that whereas program requirements are substantial, the time Lee University allows for completing a master's degree is limited (six years).
2. Once students are admitted they are expected to maintain continuous enrollment (a minimum of three hours during both the fall and spring semester), and make satisfactory progress toward their degree. If a student has not maintained continuous enrollment, he or she must go through the RE-ENTRY process and contact the Program Director at least ten weeks prior to the semester in which he or she wishes to re-enter. The admissions committee can:

 A. Grant re-entry without conditions.

 B. Grant re-entry conditionally (e.g. require additional course work or adherence to time lines for completion of degree requirements), or

 C. Deny re-entry.

 Generally, if the student is making satisfactory progress toward their degree, re-entry will be approved without conditions. However, evidence of delayed progress without reasonable grounds (e.g. multiple requests for re-entry, several semesters not registered) may result in option (B) or (C) above. Students who anticipate discontinuities in registration should inform their advisor in writing.

ETHICAL STANDARDS

The program endorses and abides by ethical standards of service delivery and research established by the American Counseling Association, Lee University and the State of Tennessee. In accordance with these ethical standards, master level students are not permitted to engage in the independent practice of counseling. Information on professional ethics is distributed to and reviewed with each incoming class on an annual basis, and reiterated in counseling courses and seminars.

COURSE DESCRIPTIONS

CSL 500. INTRODUCTION TO PROFESSIONAL COUNSELING (3)

An overview of professional counseling with an emphasis on counselor role and function, the counseling process and client problem conceptualization. Legal, ethical and spiritual integration issues will be covered. Offered Fall semester.

CSL 502. SCHOOL COUNSELING PROGRAMS: PRINCIPLES & ADMINISTRATION (3)

A study of the management of comprehensive school counseling programs (PreK-12) to include needs assessment, program goals, resource identification, evaluations, and use of computer-based management software. This course also includes an examination of professional practice issues in school counseling related to education, research, standards of practice, credentialing, and policy.

CSL 508. PERSONALITY THEORY (3)

An in-depth examination of the major theoretical approaches to the study of personality. Personality development, dynamics and differences will be studied with special emphasis on application of each theoretical view to the counseling setting. Offered Fall semester.

CSL 512. COUNSELING RESEARCH METHODS (3)

Methods and tools of research and evaluation, focus on research data interpretation, and emphasis on application to professional practice. Utilization of the computer for data analysis will be emphasized. Offered Spring semester.

CSL 516. HUMAN GROWTH AND DEVELOPMENT (3)

Current research and theories in development relating to the preschool child, elementary school child, adolescent and adult. Emphasis on social, cognitive and affective development including implications for counseling strategies over the lifespan. Offered Spring semester.

CSL 520. COUNSELING THEORIES AND TECHNIQUES (3)

An in-depth consideration of major counseling theories and techniques, with special emphasis on comparative analysis. Offered Spring semester.

CSL 524. PSYCHOPATHOLOGY (3)

An in-depth approach to the study of psychopathology. The course uses case presentations to expose the student to a variety of psychiatric disabilities. Offered Fall semester.

CSL 546. PRACTICUM IN SCHOOL COUNSELING (3)

This practicum experience provides a broad, general perspective of school counseling in an area school. The practicum is a prerequisite for school counseling internship experiences. Special attention is given to assessment, basic counseling skills, guidance skills, and collaboration skills.

CSL 548. PRACTICUM IN COUNSELING (3)

Practical experience preparatory to Counseling Internship. Special attention is given to obtaining a case history, assessment, treatment planning and basic counseling skills. Prerequisite: PSY 500. Prerequisite or Corequisite: PSY 520 and full admission status in the graduate counseling program. Offered Spring semester.

CSL 550. GROUP PROCESS AND PRACTICE (3)

Theory and types of groups, descriptions of group practices, methods, dynamics and facilitative skills. Prerequisites: PSY 500 and PSY 520. Offered Fall semester.

CSL 551. MARRIAGE AND FAMILY THERAPY (3)

A study of the literature and practice of marital and family therapy with special attention given to a Christian perspective on family structure and function. Prerequisite: PSY 520.

CSL 554. MEASUREMENT AND APPRAISAL IN COUNSELING (3)

History, purpose and use of tests and other assessment methodologies in counseling. Prerequisite: PSY 524. Offered Spring semester.

CSL 555. ADVANCED MARRIAGE AND FAMILY THERAPY (3)

A study of the literature and practice of marital and family therapy with emphasis on diagnostic procedures and the application of specific therapeutic techniques to dysfunction within the marital dyad. Prerequisite: PSY 551.

CSL 557. MARRIAGE AND FAMILY SYSTEMS (3)

An introduction to general systems theory. Special attention is given to the history of marriage and family therapy and the basic theories of and models of family interaction. Implication for interactional patterns, functional and dysfunctional family systems, life cycle issues, and ethnicity are discussed.

CSL 558. SOCIAL AND CULTURAL DIVERSITY IN COUNSELING (3)

The study of the influence of culture, society, and contemporary social values on human behavior and social interaction. The course examines the sociological nature, bases and consequences of social values and social problems and their relationship to the self. Social issues such as the culture of poverty, violence, drug use and societal and family dysfunction are examined. Offered Fall semester.

CSL 561. COUNSELING CHILDREN AND ADOLESCENTS: DEVELOPMENTAL ISSUES AND INTERVENTIONS (3)

An examination of the interpersonal dynamics of adolescents who come to counselors for help due to the severity of their spiritual, emotional, motivational, behavioral, and adjustment problems. Counseling procedures for normal developmental concerns and issues of adolescents, as well as clinical procedures, treatment methods and counseling approaches for the more resistant and recalcitrant youth will be covered. Prerequisite: A minimum of one course in human development.

CSL 562. LIFESTYLE AND CAREER DEVELOPMENT (3)

A study of sources, methods, and techniques for gathering, evaluating, and disseminating occupational, technological and educational information through career counseling. Offered Spring semester.

CSL 563. HUMAN SEXUALITY (3)

The study of contemporary theory, research, and practice of counseling related to the study and understanding of the biological, cognitive, socioemotional, cultural, and spiritual dimensions of human sexuality.

CSL 569. PLAY THERAPY (3)

A study of the literature and practice of play therapy as a unique approach to clinical work with children. Non-directive play therapy methods, inclusion of parents in treatment, and directive play therapy interventions are considered.

CSL 570. INTERNSHIP IN ELEMENTARY SCHOOL COUNSELING (3)

Closely supervised counseling practice in an approved field placement in an area elementary school. Interns gain competence in core areas of school counseling, assessment, consultation, and professional functioning.

CSL 571. CHRISTIAN PERSPECTIVES ON COUNSELING (3)

A survey of Christian approaches to counseling. Emphasis on the development of Christian approaches as they relate to theoretical and clinical advances in the field of counseling. Focus on the theological underpinnings of each approach. Offered Fall semester.

CSL 572. COUNSELING INTERNSHIP I (3)

Closely supervised counseling practice in approved field placement. Interns gain competence in core areas of counseling, assessment, consultation and professional functioning. Special application required. Offered Fall semester.

CSL 573. INTRODUCTION TO ADDICTION COUNSELING AND TREATMENT (3)

This course focuses on the treatment of addiction disorders and examines different views of addictions (historical, contemporary, Biblical and humanistic). Students are given the opportunity to experience different theories and techniques of treatment in a variety of treatment settings.

CSL 575. ADVANCED TECHNIQUES OF COUNSELING (3)

Study of advanced counseling techniques from various theoretical perspectives. Understanding the essential qualities and skills of counseling relationships and counseling techniques. Emphasizing efficiency of care. Prerequisites: PSY 500, PSY 520 and PSY 550.

CSL 577. CRISIS COUNSELING AND SUICIDOLOGY (3)

This course provides an introduction to crisis intervention, focusing on salient concepts, theories and skills critical to the crisis intervention process. Assessment, intervention, case management and follow-up are examined, with particular emphasis given to the causes and prevention of suicide.

CSL 579. MATTERS OF LIFE AND DEATH (3)

This course uses an interdisciplinary approach to study issues related to death and dying. Aspects of death and dying will be examined through the lenses of different disciplines and cultures.

CSL 581. CLINICAL PSYCHOPHARMACOLOGY (3)

An in-depth look at the drugs used to treat the major psychiatric disabilities and the major drugs of abuse. Understanding the actions, uses and side effects of psychoactive drugs. Prerequisites: This course requires completion of a course in Physiological Psychology or approval of the instructor.

CSL 583. ADVANCED ASSESSMENT AND TREATMENT PLANNING (3)

This course is intended to train students to use advanced assessment instruments and write integrated psychological reports. Prerequisite: PSY 554.

CSL 585. ASSESSMENT AND TREATMENT OF PERSONALITY DISORDERS (3)

This course covers diagnosis and treatment of personality using both cognitive and interpersonal approaches. Prerequisite: PSY 524.

CSL 587. SPECIAL TOPICS IN COUNSELING (1)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest.

CSL 588. INTERNSHIP IN SECONDARY SCHOOL COUNSELING (3)

Closely supervised counseling practice in an approved field placement in an area secondary school. Interns gain competence in core areas of school counseling, assessment, consultation, and professional functioning.

CSL 589. SPECIAL TOPICS IN COUNSELING (2)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest.

CSL 590. COUNSELING INTERNSHIP II (3)

Closely supervised counseling practice in approved field placement. Interns gain competence in core areas of counseling, assessment, consultation and professional functioning. Special application required. Prerequisite: PSY 572. Offered Spring semester.

CSL 591. SPECIAL TOPICS IN COUNSELING (3)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest.

CSL 592. SEMINAR IN GUIDANCE & COUNSELING (1)

This course is designed to prepare students to plan, manage, and evaluate a comprehensive PreK-12 program of guidance and counseling services.

CSL 593. DIRECTED RESEARCH (1)

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. Prerequisite: Approval by Director of Graduate Studies in Professional Counseling.

CSL 595. DIRECTED RESEARCH (2)

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. Prerequisite: Approval by Director of Graduate Studies in Professional Counseling.

CSL 597. DIRECTED RESEARCH (3)

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. Prerequisite: Approval by Director of Graduate Studies in Professional Counseling.

EDU 561. MULTICULTURAL EDUCATION (2)

This course is designed to help students develop the strategies to be effective teaching professional in multicultural settings. They will evaluate current programs and will be encouraged to evaluate their own approaches to dealing with students form a variety of cultural backgrounds including ethnic, economic, religious, and regional.

EDU 596. INTERNSHIP I (3)

This internship will provide a broad, general perspective of an area school to the student. Interns will experience the multiple roles of the classroom teacher, as well as the organization of operation of the elementary, middle, or high school.

SPE 517. POLICIES AND PROCEDURES (2)

This course emphasizes the understanding of legislation, regulations, and litigation related to the field of special education.

SPE 520. NATURE AND CHARACTERISTICS MILD/MODERATE DISABILITIES (3)

An introduction to mild/moderate disabilities, covering history, definitions, characteristics, identification procedures and problems in the fields of learning disabilities, mental retardation and behavior disorders.

THE COUNSELING GRADUATE COMMITTEE

The Professional Graduate Committee's responsibility is to give administrative oversight to the graduate program. The committee considers and recommends curricular changes to the Graduate Council, approves all program policies, assesses effectiveness of the graduate program, serves as the Admissions Committee, reviews candidacy, and approves applicants for graduation. The Counseling Graduate Committee consists of Doyle R. Goff, Ph.D., Graduate Committee Chair; Dewayne Thompson, Ph.D., Dean of the College of Arts and Sciences; Robert W. Fisher, Ph.D.; H. Edward Stone, Ph.D.; Trevor Milliron, Ph.D.; Murl Dirksen, Ph.D.; Mike Hayes, M. Ed.; and Susan Carter, Ph.D.

HELEN DeVOS COLLEGE OF EDUCATION

Master of Arts in Teaching

Master of Education

GRADUATE PROGRAMS IN EDUCATION

MASTER OF ARTS IN TEACHING (M.A.T.) MASTER OF EDUCATION (M.ED.)

STATEMENT OF PURPOSE

The **Master of Education in Classroom Teaching or Special Education (M.Ed.)** degree program is designed to provide post-baccalaureate study for persons preparing for careers in professional education and for those teachers who want to refine their teaching skills. Specifically, the degree will:

1. Provide advanced preparation, theory, integration of faith and learning, and practical application.
2. Encourage students to solve professional problems by independent investigation through study and research.
3. Further develop the professional competencies attained in undergraduate programs.

For those school personnel who have a need for further professional training but who may not be interested in pursuing a graduate degree, this program of study will provide in-service educational opportunities.

The purpose of the **Master of Arts in Teaching degree (M.A.T.)** in Elementary, Secondary, or Special Education is to provide a route to initial teacher licensure with graduate work leading to a master's degree. Students who successfully complete the degree program and meet all standardized test requirements will be eligible for licensure by the Tennessee Department of Education.

PHILOSOPHY

Classroom teachers are the key to American education and are consequently integral to the future of the country and the world. For this awesome responsibility they must be prepared to discern wisely, to think creatively, to teach effectively, and to demonstrate the qualities of integrity and love. The Lee University Graduate Education programs are designed to encourage problem finding, problem solving and reflec-

tive practice within the framework of biblical truth and a commitment to serving the kingdom of God. The program should enhance the candidates' present teaching skills, help them develop new skills and improve their current educational research skills. The result should be scholarly contributions to their professional field of education, improved classroom teaching and a model of what it means to be a teacher who integrates Christian faith and learning in daily practice.

ASSUMPTIONS

1. Teachers are life-long learners.
2. Teachers and educational administrators are members of a learning community.
3. Effective teachers are creative problem solvers.
4. Teaching is a profession, not an occupation.
5. Teachers should be involved in life-long learning—a commitment which affects teaching performance.
6. Teachers must be able to think critically, analyze logically, decide appropriately and deal effectively with change.
7. Educators have special gifts that enhance performance.

OUTCOMES

Evidence of the following outcomes will be developed and documented in the student's portfolio:

1. Extended **knowledge and experience** in the area of classroom teaching, including conceptual and practical applications of practices that support learning.
2. Understanding and utilization of **research methods** that improve practices in schools and classrooms.
3. Ability to apply knowledge of **multi-media technology** to school and classroom practices.
4. Understanding and application of practice of **inclusive educational opportunities** for learners from diverse backgrounds and for those with disabilities.
5. Enhancement and extension of knowledge of current **trends and issues** in education.
6. Demonstration of **professional contributions**, such as leadership in professional organizations, provision of in-service education for peers and mentorship of beginning teachers (M.Ed. only).

7. Articulation of a Christian worldview of teaching.

Principle means of assessment utilized include portfolio, performance in individual courses, thesis or major project, oral defense of thesis or major project and a comprehensive written exam.

CONCEPTUAL FRAMEWORK

The organizing theme for the undergraduate Teacher Education Program is "Teacher as Facilitator of Student Growth." The undergraduate program emphasizes development of this specific role of the teacher and focuses on development of skill in classroom management, instructional strategies, communication, evaluation strategies, affective development, organization and knowledge of content. The novice teacher is thus equipped to function as a beginning teacher.

The Teacher Education Program model, undergraduate and graduate, embodies the developmental process of becoming a teacher. Based primarily on the research of Fuller and Berliner, the program should provide opportunities for students to analyze where they are in the continuous process of becoming a teacher, thus facilitating passage to more advanced levels.

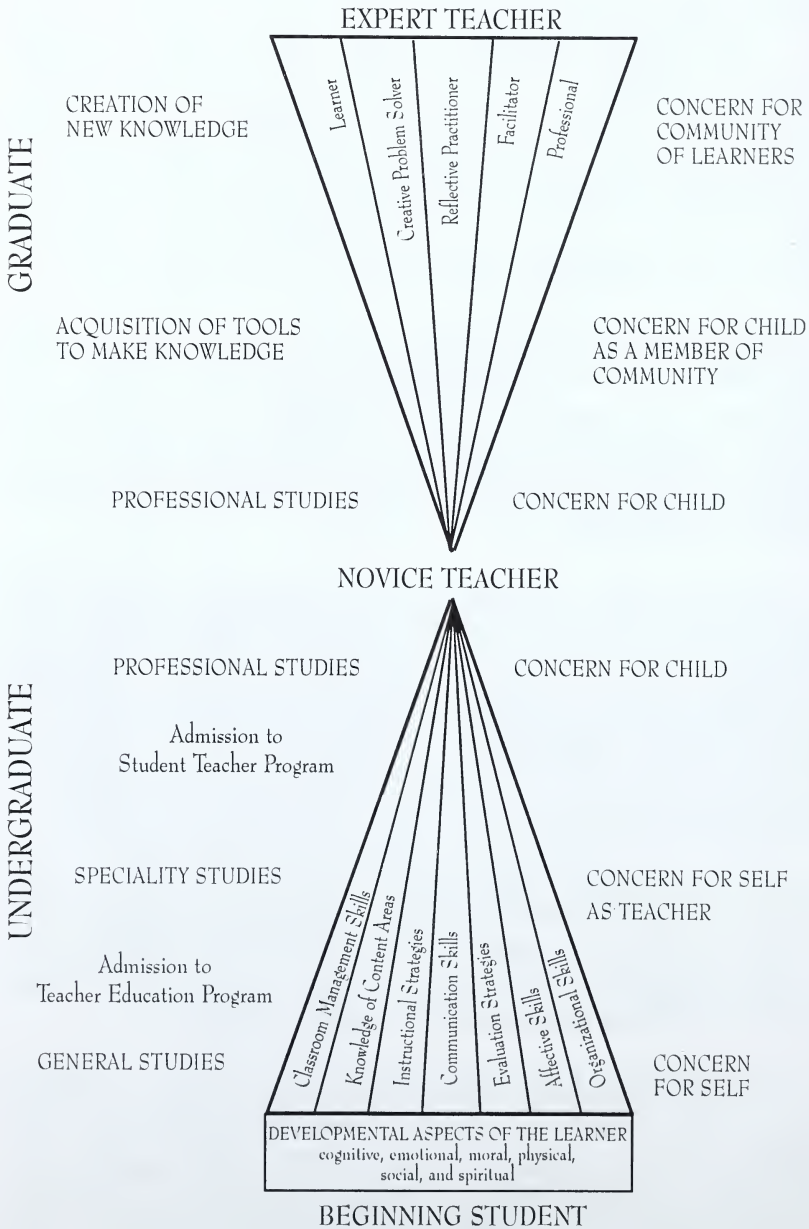
Berliner identified five specific levels through which teachers may pass in their development. The first level is the novice, followed by the advanced beginner, competent teacher, proficient teacher, and finally, the expert teacher. According to Berliner, teachers typically are not competent until about the fifth year of teaching, and most never reach the expert level. However, experiences may be arranged so that the teacher's development is not only facilitated, but also accelerated.

The model for the Master of Education degree is an extension of the model for the undergraduate program. The graduate program emphasizes self analysis and reflection and creates activities and assignments, synthesizing an environment that will facilitate passage toward higher levels of excellence in teaching for the students/teachers.

The organizing theme of the graduate program, "Emerging Roles of the Teacher," emphasizes multiple roles that are important for the expert teacher to master. In the course of the graduate program, students will directly encounter the specific roles of learner, facilitator, creative problem solver, reflective practitioner and professional. They

will also be encouraged to explore other roles and especially to identify and develop special abilities related to teaching that they may have.

TEACHER EDUCATION PROGRAM MODEL



ADMISSION REQUIREMENTS

The following criteria* must be met by all applicants to the **Master of Education** program:

1. Completion of admissions application materials.
2. Undergraduate degree from an accredited institution. (Official transcripts must be submitted.)
3. Completion of an approved teacher education program.
4. Minimum grade point average of 2.75 on a 4.0 scale.
5. Scores (within the last ten years) on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) that fall within one standard deviation of the national mean.
6. Recommendations from three professional sources including one from an undergraduate professor or current supervisor or employer.
7. Acceptable interview with Graduate Admissions Committee.

*Admissions criteria are weighted separately, and admissions decisions will be made on an individual basis.

The following criteria must be met by all applicants to the **Master of Arts in Teaching** program:

1. Completion of admission application materials.
2. Undergraduate degree from an accredited institution. (Official transcripts must be submitted.)
3. Minimum grade point average of 2.75 on a 4.0 scale.
4. Scores (within the last ten years) on either the Miller Analogies Test (MAT) or the Graduate Record Examination (GRE) that fall within one standard deviation of the national mean.
5. Recommendations from three professional sources including one from an undergraduate professor or current supervisor or employer.
6. Acceptable interview with Graduate Admissions Committee.
7. Writing sample to be assessed by the Committee (based on questions included in the application).

The following categories of admission are possible:

1. Full Admission - Applicant meets all admission requirements.
2. Provisional Admission - May be granted if one or more of the following deficiencies exists:
 a. All requirements met except the minimum score on the GRE or MAT.
 b. All requirements met except GPA below 2.75. In this case, evidence of exceptional ability must be presented.
 c. Applicant has deficiencies in undergraduate coursework.

 Prerequisite courses may be required for full admission to the program. No more than nine hours may be taken while the student is in provisional status. When a student has completed these courses, the Graduate Committee will make a decision regarding regular admission status.

 Admission will be made by the Graduate Admissions Committee and may require prescriptive courses and/or experiences before degree candidacy will be granted.
3. Non-degree Status - Students who wish to take courses but not pursue a degree must:
 a. Be a graduate of an accredited college or university.
 b. Present official transcripts for all completed coursework.
 c. Complete demographic information on application.

 Students may take a maximum of nine hours in a non-degree seeking status. Seniors who have completed student teaching may enroll in graduate courses with the approval of the Graduate Admissions Committee.

 A maximum of six hours of transfer work from an accredited institution, approved by the Director of the Graduate Education Program, may be counted toward this degree.

COMPLETION REQUIREMENTS

1. Students must maintain a minimum 3.0 grade point average with no grade below a "C." No more than two "C's" will be accepted. Possible grades to be awarded are A, A-, B+, B, B-, C+, C, C-, F, I, P, S and W.
2. Students must apply for graduation in accordance with the university's published deadlines.

3. In an open public forum, students must successfully present the completed thesis/project as a culmination of the Thesis Seminar (EDU 595). This constitutes the oral examination. No "I" (incomplete) grade will be awarded. If the student does not complete the project by the semester deadline, he or she must continually enroll in the seminar until the project is completed.
4. Students must complete comprehensive written evaluations during the last semester of their program.
5. Students must complete the program within six calendar years from the completion of the first course.
6. All projects and the written work that supports them must be submitted to the Dean's office two weeks before graduation.



COURSE REQUIREMENTS

MASTER OF EDUCATION IN CLASSROOM TEACHING MECT

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	562	Inclusion and Diversity in the Classroom	3 hrs.
EDU	563	Assessment of Student Learning	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal Core Requirements			19 hrs.

EMPHASIS REQUIREMENTS 15 hrs.
(To be approved by the Director and advisor.)

TOTAL HOURS IN PROGRAM 34 hrs.

MASTER OF EDUCATION IN SPECIAL EDUCATION MSIT

(Additional License to Elementary Certificate – Mild/Moderate Disabilities with optional emphasis in Severe Disabilities, Emotional/Behavior Disorders or Early Childhood Special Education)

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	562	Inclusion and Diversity in the Classroom	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal Core Requirements			16 hrs.

EMPHASIS REQUIREMENTS

SPE	517	Policies and Procedures	2 hrs.
SPE	520	Nature and Characteristics of Mild/Moderate Disabilities	3 hrs.
SPE	524	Diagnostic/Prescriptive Teaching	3 hrs.
SPE	531	Behavior Management	3 hrs.
SPE	550	Instructional Methods for Students With Mild/Moderate Disabilities	3 hrs.
SPE	581	Assessing and Guiding Reading Instruction	3 hrs.
SPE	582	Collaborative Services	3 hrs.
SPE	596	Internship I	3 hrs.
Subtotal Special Education Emphasis Requirements			23 hrs.

The following areas of optional emphasis are available:

Severe

SPE	521	Nature & Characteristics of Severe Disabilities	3 hrs.
SPE	551	Instructional Methods for Students With Severe Disabilities	3 hrs.
Subtotal Severe Emphasis			6 hrs.

Emotional/Behavioral Disorders

SPE	522	Nature & Characteristics of Emotional & Behavioral Disorders	3 hrs.
SPE	552	Instructional Methods for Emotional & Behavioral Disorders	3 hrs.
Subtotal Emotional/Behavioral Disorders Emphasis			6 hrs.

Special Education Early Childhood

SPE	523	Nature & Characteristics of Children (0-6) with Developmental Disabilities	2 hrs.
SPE	553	Intervention Strategies & Methods for Children (0-6) with Developmental Disabilities	2 hrs.
SPE	554	Early Childhood Methods	2 hrs.
Subtotal Early Childhood Specialty			6 hrs.

TOTAL HOURS IN PROGRAM 39 hrs.

MASTER OF EDUCATION IN SPECIAL EDUCATION MSAT

(Additional License to Secondary Certificate – Mild/Moderate Disabilities with optional emphasis in Severe Disabilities, Emotional/Behavior Disorders or Early Childhood Special Education)

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	562	Inclusion and Diversity in the Classroom	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal General Education Core Requirements			16 hrs.

EMPHASIS REQUIREMENTS

EDU	569	Teaching Math, Science, Social Studies in Elementary	3 hrs.
SPE	517	Policies and Procedures	2 hrs.
SPE	520	Nature and Characteristics of Mild/Moderate Disabilities	3 hrs.
SPE	524	Diagnostic/Prescriptive Teaching	3 hrs.
SPE	531	Behavior Management	3 hrs.
SPE	550	Instructional Methods for Students with Mild/Moderate Disabilities	3 hrs.
SPE	581	Assessing and Guiding Reading Instruction	3 hrs.
SPE	582	Collaborative Services	3 hrs.
SPE	596	Internship I	3 hrs.
Subtotal Emphasis Requirements			26 hrs.

The following second emphases are available:

Severe

SPE	521	Nature & Characteristics of Severe Disabilities	3 hrs.
SPE	551	Instructional Methods for Students With Severe Disabilities	3 hrs.
Subtotal Severe Emphasis			6 hrs.

Emotional/Behavioral Disorders

SPE	522	Nature & Characteristics of Emotional & Behavioral Disorders	3 hrs.
SPE	552	Instructional Methods for Emotional & Behavioral Disorders	3 hrs.
Subtotal Emotional/Behavioral Disorders Emphasis			6 hrs.

Special Education Early Childhood

SPE	523	Nature & Characteristics of Children (0-6) with Developmental Disabilities	2 hrs.
SPE	553	Intervention Strategies & Methods for Children (0-6) with Developmental Disabilities	2 hrs.
SPE	554	Early Childhood Methods	2 hrs.
Subtotal Early Childhood Emphasis			6 hrs.

TOTAL HOURS IN PROGRAM 42 hrs.

MASTER OF EDUCATION IN SPECIAL EDUCATION MEST

(Emphasis in Severe Disabilities, Emotional/Behavioral Disorders, Early Childhood, Special Education, and/or Inclusion; *Two* emphases are required)

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	562	Inclusion and Diversity in the Classroom	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal Core Requirements			16 hrs.

EMPHASIS REQUIREMENTS

SPE	532	Applied Behavior Analysis	2 hrs.
SPE	581	Assessing and Guiding Reading Instruction	3 hrs.
SPE	582	Collaborative Services	3 hrs.

Choose *two* of the following emphases:

Inclusion

SPE	520	Nature and Characteristics of Mild/Moderate Disabilities	3 hrs.
SPE	550	Instructional Methods for Students with Mild/Moderate Disabilities	3 hrs.
SPE	596	Internship I	3 hrs.
Subtotal Inclusion Emphasis			9 hrs.

Severe

SPE	521	Nature & Characteristics of Severe Disorders	3 hrs.
SPE	551	Instructional Methods for Students With Severe Disabilities	3 hrs.
SPE	596	Internship I*	3 hrs.
Subtotal Severe Emphasis			9 hrs.

Emotional & Behavioral Disorders

SPE	522	Nature & Characteristics of Emotional & Behavioral Disabilities	3 hrs.
SPE	552	Instructional Methods for Emotional & Behavioral Disorders	3 hrs.
SPE	596	Internship I*	3 hrs.
Subtotal Emotional/Behavioral Disorders Emphasis			9 hrs.

Early Childhood

SPE	523	Nature & Characteristics of Children (0-6) with Developmental Disabilities	2 hrs.
SPE	553	Intervention Strategies & Methods for Children (0-6) with Developmental Disabilities	2 hrs.
SPE	554	Early Childhood Methods	2 hrs.
SPE	596	Internship I*	3 hrs.
Subtotal Early Childhood Specialty			9 hrs.

Subtotal Emphasis Requirements			23 hrs.

*One internship is required.

TOTAL HOURS IN PROGRAM 39 hrs.

MASTER OF ARTS IN TEACHING MAET

ELEMENTARY EDUCATION PROGRAM (K-8 LICENSE)

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	563	Assessment of Student Learning	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal Core Requirements			16 hrs.

EMPHASIS REQUIREMENTS

EDU	503	Human Development and Exceptionalities	3 hrs.
EDU	568	General Methods	3 hrs.
EDU	569	Teaching Math, Science, Social Studies in Elementary	3 hrs.
EDU	575	Technology in the Classroom	3 hrs.
EDU	580	Teaching Reading Skills	3 hrs.
EDU	581	Writing Across the Curriculum	2 hrs.
EDU	596	Internship I	3 hrs.
EDU	597	Internship II	6 hrs.
EDU	598	Internship Seminar	0 hrs.
Subtotal Emphasis Requirements			26 hrs.

TOTAL HOURS IN PROGRAM 42 hrs.

SECONDARY EDUCATION PROGRAM (7-12 LICENSE)

Biology
Business
Chemistry
History
Mathematics
Music (K-12)

English
Foreign Languages
Health (K-12)
Physical Education (K-12)
Psychology (9-12)

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	563	Assessment of Student Learning	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal Core Requirements			16 hrs.

EMPHASIS REQUIREMENTS

EDU	503	Human Development and Exceptionalities in Education	3 hrs.
EDU	568	General Methods	3 hrs.
EDU	575	Technology in the Classroom	3 hrs.
EDU	580	Teaching Reading Skills	3 hrs.
EDU	596	Internship I	3 hrs.
EDU	597	Internship II	6 hrs.
EDU	598	Internship Seminar	0 hrs.

SPECIALTY AREA METHODS (SELECT ONE) 2 hrs.

EDU	515	Teaching Business, 7-12
EDU	516	Teaching Social Studies, 7-12
EDU	517	Teaching English, 7-12
EDU	518	Teaching Languages, 7-12
EDU	519	Teaching Mathematics, 7-12
EDU	520	Teaching Science, 7-12

SPECIALTY AREA SEMINAR (SELECT ONE) 3 hrs.

BUS	560	Business Seminar
ENG	530	Language Arts Seminar
HIS	560	Social Sciences Seminar
SCI	540	Natural Sciences Seminar

Subtotal Emphasis Requirements 26 hrs.

TOTAL HOURS IN PROGRAM 42 hrs.

MASTER OF ARTS IN SPECIAL EDUCATION MIST

(Initial Licensure in Mild/Moderate Disabilities with optional emphasis in Severe Disabilities, Emotional/Behavioral Disorders, or Early Childhood Special Education)

CORE REQUIREMENTS

EDU	501	Research Methods in Education	3 hrs.
EDU	502	Philosophy and Worldview of Education	3 hrs.
EDU	565	Introduction to School Law	3 hrs.
EDU	570	Current Issues and Strategies in Education	3 hrs.
EDU	595	Thesis Seminar	1 hr.
Subtotal Core Requirements			13 hrs.

EMPHASIS REQUIREMENTS

EDU	503	Human Development and Exceptionalities in Education	3 hrs.
EDU	569	Teaching Math, Science, Social Studies in Elementary	3 hrs.
EDU	598	Internship Seminar	0 hrs.
SPE	517	Policies and Procedures	2 hrs.
SPE	520	Nature and Characteristics of Mild/Moderate Disabilities	3 hrs.
SPE	524	Diagnostic/Prescriptive Teaching	3 hrs.
SPE	531	Behavior Management	3 hrs.
SPE	550	Instructional Methods for Students with Mild/Moderate Disabilities	3 hrs.
SPE	581	Assessing and Guiding Reading Instruction	3 hrs.
SPE	596	Internship I	3 hrs.
SPE	597	Internship II	6 hrs.
Subtotal Emphasis Requirements			32 hrs.

<u>The following second emphases are available:</u>

Severe

SPE	521	Nature & Characteristics of Severe Disabilities	3 hrs.
SPE	551	Instructional Methods for Students with Severe Disabilities	3 hrs.
Subtotal Emphasis			6 hrs.

Emotional & Behavioral Disorders

SPE	522	Nature & Characteristics of Emotional & Behavioral Disorders	3 hrs.
SPE	552	Instructional Methods for Emotional & Behavioral Disorders	3 hrs.
Subtotal Emotional & Behavioral Emphasis			6 hrs.

Early Childhood

SPE	523	Nature & Characteristics of Children (0-6) with Developmental Disabilities	2 hrs.
SPE	553	Intervention Strategies & Methods for Children (0-6) with Developmental Disabilities	2 hrs.
SPE	554	Early Childhood Methods	2 hrs.
Subtotal Early Childhood Emphasis			6 hrs.

TOTAL HOURS IN PROGRAM 45 hrs.

COURSE DESCRIPTIONS

BUS 560. BUSINESS SEMINAR (3)

A course on the role of communication in organizational leadership. This course examines organizational behavior from the standpoint of historical and contemporary theories along with examples and case studies. Emphasis is placed on the role of communication in the development, maintenance and management of organizational structures.

EDU 501. RESEARCH METHODS IN EDUCATION (3)

This is a fundamental research course designed to help students become intelligent consumers of educational research. This course will cover the basic methods of research design, measurement and evaluation, and the interpretation and communication of results. Based on personal interest and experience, the student will select one professional educational topic/concern as a guiding emphasis throughout the master's program.

EDU 502. PHILOSOPHY & WORLDVIEW OF EDUCATION (3)

This course reviews philosophical foundations of education with an emphasis on synthesizing and refining a personal philosophy of education.

EDU 503. HUMAN DEVELOPMENT AND EXCEPTIONALITIES IN EDUCATION (3)

This course will examine the role of human development in the education of children from pre-kindergarten through high school. Students will explore the historical foundations, special education laws, issues and trends, and current practices pertaining to working with a diverse school population, including special needs students. Descriptions of handicapping conditions, along with various techniques and procedures for working with the exceptional child using school and community resources will be emphasized. This course is required for MAT programs.

EDU 505. CRITICAL THINKING (2)

This course is designed to describe, explain and apply critical thinking as a creative problem solving tool. Fundamental skills in creativity, reasoning, personal conflict resolution and content thinking will be integrated in this general review of the critical thinking process and its applications in creative problem solving.

EDU 515. TEACHING BUSINESS, GRADES 7-12 (2)

A course designed to help business teachers develop techniques and locate materials which will enable them to be more effective teachers of business subjects. Students will be helped individually to resolve particular problems through research, group discussions, and demonstrations.

EDU 516. TEACHING SOCIAL STUDIES, GRADES 7-12 (2)

A survey of the principle methods, techniques, and problems of teaching the social studies on the secondary level. Students demonstrate various teaching methods and techniques, and a survey of available material is made.

EDU 517. TEACHING ENGLISH, GRADES 7-12 (2)

The organization and use of appropriate materials, methods, and techniques as related to the teaching of English in secondary schools.

EDU 518. TEACHING LANGUAGES, GRADES 7-12 (2)

The organization and use of appropriate materials, methods, and techniques as related to the teaching of language in secondary schools with emphasis on each student's language area.

EDU 519. TEACHING MATHEMATICS, GRADES 7-12 (2)

A preliminary survey of major theories and practices of instruction in American secondary schools; aims, materials, teaching methods, learner activities, and evaluation procedures in the mathematic discipline; how these relate to the program of the school.

EDU 520. TEACHING SCIENCE, GRADES 7-12 (2)

A preliminary survey of major theories and practices of instruction in American secondary schools; aims, materials, teaching methods, learner activities, and evaluation procedures in the science discipline; how these relate to the program of the school.

EDU 562. INCLUSION AND DIVERSITY IN THE CLASSROOM (3)

This course examines the contemporary classroom and the task of the teacher in facilitating the education of students with divergent abilities, needs, interests, as well as cultural and ethnic backgrounds. This course focuses on inclusion in accordance with the mandate from IDEA for the least restrictive environment. This course is required for M.Ed. programs.

EDU 563. ASSESSMENT OF STUDENT LEARNING (3)

This course addresses traditional and current trends in educational testing and measurement.

EDU 565. INTRODUCTION TO SCHOOL LAW (3)

This is an introduction course which examines fundamental issues of law and ethics as they are applied to the teaching profession. Areas to be studied include educational structure and governance, church/state relations, students' rights, teachers' rights and responsibilities, as well as tort liability.

EDU 568. GENERAL METHODS (3)

Effective teaching research will be presented in this course, which is designed to equip teachers with methods, skills and strategies for teaching in all disciplines.

EDU 569. TEACHING MATH, SCIENCE, SOCIAL STUDIES IN ELEMENTARY (3)

Effective methods and materials for teaching math, science, and social studies in the elementary classroom will be presented in this course. Required for elementary and special education licensure.

EDU 570. CURRENT ISSUES AND STRATEGIES IN EDUCATION (3)

This course examines current and emerging instructional strategies, popular curricular approaches, and issues in education. Students will apply skills in critical thinking and creative problem solving as they examine a variety of current topics and evaluate the underlying assumptions of each.

EDU 575. TECHNOLOGY IN THE CLASSROOM (3)

An introduction to various technologies used in classrooms with emphasis on microcomputer-based systems.

EDU 580. TEACHING READING SKILLS (3)

This course is designed to provide graduate students with research-based methods and materials for reading instruction, along with principles to help them choose among these options for their specific students and situations.

EDU 581. WRITING ACROSS THE CURRICULUM (2)

This course will help professional teachers develop strategies for ways to use writing activities as a tool of learning within their specific classroom settings. Required for elementary licensure only.

EDU 591. DIRECTED RESEARCH (1)

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. The course may be repeated. The Pass/Fail grade scale will be used. Approval by the Director of Graduate Studies in Education is needed.

EDU 592. DIRECTED RESEARCH (2)

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. The course may be repeated. The Pass/Fail grade scale will be used. Approval by the Director of Graduate Studies in Education is needed.

EDU 593. DIRECTED RESEARCH (3)

This course enables the student to pursue topics of interest in greater depth than is done in the regular curriculum. The course may be repeated. The Pass/Fail grade scale will be used. Approval by the Director of Graduate Studies in Education is needed.

EDU 595. THESIS SEMINAR (1)

This course will provide the structure, the format, the support, and the encouragement for the student to complete the thesis and present it to colleagues. Prerequisite: Passing of mid-program evaluation.

EDU 596. INTERNSHIP I (3)

This internship will provide a broad, general perspective of an area school to the M.A.T. student. Interns will experience the multiple roles of the classroom teacher, as well as the organization and operation of the elementary, middle, or high school.

EDU 597. INTERNSHIP II (6)

The internship will provide extensive instructional experiences to the M.A.T. student. The intern at this level will, under the direction of a cooperating teacher and principal, assume responsibility for instructional planning, implementation and evaluation.

EDU 598. INTERNSHIP SEMINAR (0)

This course is designed for graduate students serving an internship in public and private schools. The seminar format will provide the intern an opportunity to discuss issues of importance in education and complete routine paperwork required to complete the Master of Arts in Teaching.

ENG 530. LANGUAGE ARTS SEMINAR: OUR APPALACHIAN HERITAGE - LITERATURE & CULTURE OF SOUTHERN APPALACHIAN REGION (3)

This course will provide an overview of Appalachian history and culture, emphasizing the way in which the history of the region has impacted its art, music and literature, as well as the ways in which the culture of the Appalachian region has significantly affected American culture.

HIS 560. SOCIAL SCIENCES SEMINAR: SOCIAL, CULTURAL, AND POLITICAL HISTORY OF THE UNITED STATES (3)

A consideration of prominent social, cultural and political developments in American History from the Puritans to the Progressives with an emphasis on the roles the ideas and practices of these movements played in shaping the national character.

SCI 540. NATURAL SCIENCES SEMINAR (3)

This course examines, depending on the individual class, such aspects of the natural sciences as life science, physical science and mathematics.

SPE 517. POLICIES AND PROCEDURES (2)

This course emphasizes the understanding of legislation, regulations and litigation related to the field of special education.

SPE 520. NATURE AND CHARACTERISTICS OF MILD/MODERATE DISABILITIES (3)

An introduction to mild/moderate disabilities, covering history, definitions, characteristics, identification procedures and problems in the fields of learning disabilities, mental retardation and behavior disorders.

SPE 521. NATURE AND CHARACTERISTICS OF SEVERE DISABILITIES (3)

An introduction to the nature and needs of individuals with severe disabilities. It is a study of a broad group of developmental disabilities that have lifelong implications and that substantially limit many life functions.

SPE 522. NATURE AND CHARACTERISTICS OF EMOTIONAL & BEHAVIORAL DISORDERS (3)

An introduction to the nature and needs of individuals with emotional and behavioral disorders. Attention will be given to the approaches that can be used to give students with these disabilities self-discipline and responsibility.

SPE 523. NATURE AND CHARACTERISTICS OF CHILDREN (0-6) WITH DEVELOPMENTAL DISABILITIES (2)

An introduction to the nature and needs of young children with developmental disabilities. A non-categorical approach will be emphasized.

SPE 524. DIAGNOSTIC/ PRESCRIPTIVE TEACHING (3)

Identification and the use of diagnostic test materials and procedures to assess functional levels of ability of individuals with disabilities, followed by specific developmental or remedial recommendations.

SPE 531. BEHAVIOR MANAGEMENT (3)

A study of the approaches to classroom management of students as individuals as well as in groups. Behavior modification, behavior support plans and specific techniques for strengthening and reducing behaviors will be addressed.

SPE 532. APPLIED BEHAVIOR ANALYSIS (2)

A study of the principles of behavior analysis in a structured environment and how these principles can be used to teach academic skills, functional skills, and appropriate social behavior.

SPE 550. INSTRUCTIONAL METHODS FOR STUDENTS WITH MILD/ MODERATE DISABILITIES (3)

Effective methods and materials for teaching functional and life skills to students with mild and moderate disabilities.

SPE 551. INSTRUCTIONAL METHODS FOR STUDENTS WITH SEVERE DISABILITIES (3)

Effective methods and materials for teaching functional and life skills to students with severe disabilities.

SPE 552. INSTRUCTIONAL METHODS FOR EMOTIONAL AND BEHAVIORAL DISORDERS (3)

Effective methods and materials needed for teaching behavioral and social skills and self-discipline to students with emotional and behavioral disorders.

SPE 553. INTERVENTION STRATEGIES AND METHODS FOR CHILDREN (0-6) WITH DEVELOPMENTAL DISABILITIES (2)

Effective methods and materials for allowing and enabling infants and toddlers with disabilities to progress developmentally. Procedures for inhibiting the progress of atrophy and complications due to disabilities will be examined.

SPE 554. EARLY CHILDHOOD METHODS (2)

Effective methods and materials for teaching and promoting developmentally appropriate skills to young children with disabilities.

SPE 581. ASSESSING AND GUIDING READING INSTRUCTION (3)

A study of the various approaches to teach reading skills to students with reading disabilities.

SPE 582. COLLABORATIVE SERVICES FOR SPECIAL EDUCATION (3)

This course provides content that focuses on the development of collaborative partnerships in school and community settings. This course examines various services, as outlined in IDEA, provided to individuals with disabilities. Course content focuses on the role of the special educator in various service

delivery models, the skills necessary to facilitate successful collaboration, and various theoretical models of collaboration.

SPE 596. INTERNSHIP I (3)

This internship will provide a broad, general perspective of local schools and early childhood programs. Interns will experience the multiple roles of the special education teacher, as well as the organization and operation of early childhood service providers, elementary, middle, or high schools.

SPE 597. INTERNSHIP II (6)

This internship will provide extensive instructional experiences. The intern will, under the direction of a cooperating teacher, principal or director, assume responsibility for instructional planning, implementation of the IEP, and evaluation of students.

SPE 598. INTERNSHIP SEMINAR (0)

This course is designed for graduate students serving an internship in public and private schools. The seminar format will provide the intern an opportunity to discuss issues of importance in education and complete routine paperwork required to complete the Master of Arts in Teaching.

THE EDUCATION GRADUATE COMMITTEE

The Education Graduate Committee's responsibility is to give administrative oversight to the graduate program. The committee considers and recommends curricular changes to the Graduate Council, approves all program policies, assesses effectiveness of the graduate program, serves as the Admissions Committee, reviews candidacy, and approves applicants for graduation. The Education Graduate Committee consists of the Dean of the College of Education; the Director of Graduate Programs in Education; the Chairs of the Departments of Early Childhood, Elementary, and Special Education and Health, Exercise Science, and Secondary Education; the Director of Field Experiences; three faculty members; one current student; and one program graduate.

SCHOOL OF MUSIC

Master of Church Music

MASTER OF CHURCH MUSIC

STATEMENT OF PURPOSE

The Master of Church Music degree program is designed to provide graduate professional education for men and women involved in or preparing for Christian service in music ministry.

The program gives attention to four areas vital to the success of the music minister: administration, teaching, performance and spiritual growth.

Through this program, the Lee University School of Music seeks to provide competent leadership to churches, colleges, denominational agencies and mission fields.

PROGRAM OUTCOMES

Upon the completion of the Master of Church Music degree, an individual should possess the following qualities, abilities, and skills:

1. The ability to organize and lead worship in a contemporary Pentecostal and evangelical service which includes all appropriate styles and genres of instrumental and vocal music.
2. The ability to function effectively as a choral and instrumental conductor.
3. An understanding of basic vocal production with adequate vocal skills to demonstrate and communicate these to church vocalists.
4. Comprehensive musical skills which demonstrate an understanding of the wide variety of styles potentially encountered in the Pentecostal and evangelical tradition. This includes standard choral literature as well as various contemporary styles.
5. Sufficient keyboard skills (a) to prepare choral and instrumental literature to be used in worship and, (b) to accompany simple congregational songs.
6. A basic working knowledge of music technology including MIDI, sound amplification, acoustics, etc.

7. Familiarity with the principles of music drama/pageantry in a church worship setting.
8. Organizational skills necessary to plan and administer a full-scale church music program.
9. Interpersonal skills necessary for functioning effectively in a multi-staff church as well as dealing with volunteer staff and church members.
10. An understanding of the Scripture as it relates to Christian living and worship.

NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC

The Lee University School of Music is an accredited institutional member of the National Association of Schools of Music; 11250 Roger Bacon Drive, Suite 21; Reston, Virginia 20190; (703) 437-0700.

ADMISSION REQUIREMENTS

1. Each applicant must complete and submit:
 - the Master of Church Music Application for Admission;
 - a resume;
 - a two-page essay explaining the rationale concerning his/her desire to become a graduate student in the Lee University Master of Church Music program;
 - three reference forms (two academic and one personal);
 - and the Lee University Health Clinic Certificate of Immunization.
2. Each applicant must submit transcripts verifying the completion of an undergraduate degree equivalent to one conferred by the School of Music. If the applicant holds an undergraduate degree in an area other than music, conditional acceptance may be granted after placement auditions and examinations have been completed and remedial courses have been assigned. Prerequisite to full acceptance is the successful completion of the required remediation. No more than 12 hours of graduate courses may be completed before all deficiencies are removed.
3. Each applicant must complete all proficiency auditions, placement exams and other required auditions provided by the Graduate Music Office. These include the church music history placement exam; the theory placement exam; and the proficiency auditions in voice, keyboard and conducting.

4. Each applicant must have a minimum grade point average of 2.75 for admission to the Master of Church Music program. If the applicant has a grade point average less than 2.75, the student may petition for admission on the basis of tenure as a minister of music for a cumulative period of not less than three years. Action on this petition will be determined by the Music Graduate Committee.
5. Each applicant is required to have an interview with the Director of Graduate Studies in Music and the Music Graduate Committee.
6. Each applicant must complete all placement exams and auditions in order to be advised for registration.
7. Each applicant must audition in an applied area of study. If any deficiencies are detected, specific remedial courses may be recommended or required.
 a. Applied music lessons are available to all students (subject to submission of the Graduate Applied Lesson Request Form and teacher availability) in the following categories:

Brass	Guitar	Strings
Composition & Arranging	Organ	Voice
	Percussion	Woodwinds
Conducting	Piano	

 To register for applied music lessons, a Graduate Applied Lesson Request Form must be submitted with the Trial Schedule Form to the Graduate Music Office when classes are entered for registration, unless registration is completed online. The Graduate Applied Lesson Request Form is available from the Graduate Music Office.
 b. Jury Requirements - An Applied Jury Examination is required for all applied areas of study.
8. Each applicant is required to take Music Placement Auditions in voice, conducting and keyboard. Also, Music Placement Examinations must be taken in music theory and church music history. If any deficiencies are detected, specific remedial courses may be recommended or required. An audition/examination study guide is available upon request from the Graduate Music Office.
 a. **Vocal Admission Requirements** - A Vocal Placement Audition will be administered to each student to determine whether the student's vocal skills are appropriate for

the graduate program in church music. Each student will sing one song of his/her choice. As a minimum admission requirement, each student must be able to demonstrate a well-produced pleasant tone quality and the ability to sing on pitch.

b. **Keyboard Admission Requirements** - A Keyboard Placement Audition will be administered to each student to determine whether the student's keyboard skills are appropriate for the graduate program in church music. As a minimum admission requirement, each student must be able to demonstrate functional piano skills including the ability to harmonize simple melodies, sight-read a four-part hymn and play two octave scales, hands together, in all major and harmonic minor keys.

 Entering students must take the piano placement exam at matriculation. Based on the piano placement exam, the student will be required to enroll in one of the following:

 1. No additional piano study.
 2. Applied piano study each semester until proficiency level is achieved.

 Students must enroll in the piano study until the requirements are fulfilled.

c. **Conducting Admission Requirements** - A Conducting Placement Audition will be administered to each student to determine whether the student's conducting skills are appropriate for the graduate program in church music. Worship Festival track students will conduct a required work for choir or band. All other students will conduct one hymn and worship chorus suitable for congregational singing. As a minimum admission requirement, each student must demonstrate conducting patterns with clarity and precision, communicate appropriate conducting gestures and portray a sense of leadership.

d. **The Music Theory Placement Examination** will include such areas as:

 1. Melodic harmonization
 2. Figured bass realization
 3. Formal and harmonic analysis

4. Melodic and harmonic dictation
5. Sightreading

e. **The Church Music History Placement Examination** will include recognition of works, composers, performance and worship practices from post-New Testament through contemporary periods..

NON-DEGREE-SEEKING STATUS

A student desiring to take courses without full admission status in the Master of Church Music degree program will be required to complete an application and submit official transcripts from all colleges and universities attended. A maximum of six semester hours may be taken at the applicant's risk as a non-degree-seeking student, and enrollment will be limited to specific entry-level courses. The Director of Graduate Studies in Music must approve any course selected by the applicant. Completion of course work under non-degree-seeking status does not guarantee that a student will be granted full admission status.

If at any time a non-degree-seeking student wishes to pursue full admission status, the following requirements must be completed before the student may continue coursework in the program:

a. application for admission
b. résumé
c. two-page essay
d. three reference forms (two academic and one personal)
e. Lee University Health Clinic Certificate of Immunization
f. interview with the Director of Music Graduate Studies
g. interview with the Music Graduate Committee
h. vocal placement audition
i. keyboard placement audition
j. conducting placement audition
k. music theory placement exam
l. church music history placement exam

COMPLETION REQUIREMENTS

1. Nine semester hours of graduate courses is considered full-time. It is possible for full-time graduate students in residence to complete the degree program in one year. It is suggested that this optimal course load will be as follows:

 Fall 12 hours

 Spring 12 hours

 Summer 8 hours

 In addition to this traditional approach to scheduling, courses will be offered so that non-traditional students may attend classes one day a week (specifically Thursday) and may complete course requirements over a two-year period.

 Another option is the modular two-week "J-term" summer courses offered each June and July. Distance students may complete course requirements over a three-year period using other creative options during the regular academic calendar to meet Music Elective, Ministerial Elective and Advanced Technical Music Studies requirements.

2. A cumulative average of 3.0 or above (on a 4.0 scale) is required in the graduate program. Course credits with a grade below a "C" may not be counted toward the degree.

3. Graduate students will have an internship requirement in which they will serve in a local church or other appropriate venue under the supervision of a qualified professional and the Director of Graduate Studies in Music.

4. Students must successfully complete a final project which may be a graduate recital, a thesis or a worship festival. The final project must be completed 15 days prior to graduation.

5. A student is admitted to candidacy for the Master of Church Music degree only after the completion of 28 hours of course work and the successful completion of the written and oral comprehensive exams.

6. If a student completes all course work as well as the final project, but still must successfully complete written and oral comprehensive examinations, enrollment in **CHM500-Degree Completion** or in another course of the student's choice is required until all degree requirements are met.

7. Once a student begins course work towards the Master of

Church Music degree, the degree program must be completed within a six-year period.

FINAL PROJECT COMMITTEE

1. Once the master's candidate has completed all required course work, registration is required for each succeeding semester toward the completion of the thesis, recital or worship festival. During the semester(s) that this occurs, enrollment will be in Degree Completion for which 0 credit hours is awarded. This course will not count toward the student's 32 hour requirement but will continue his/her active status as a graduate student. The cost of the course is equal to one graduate credit hour.
2. The graduate student's Final Project Committee will include a chairperson, two members from the Master Church Music committee and may include the student's applied instructor as a fourth member when this instructor is not a member of the Music Graduate Committee.
3. The Music Graduate Committee will assign two graduate faculty members to serve on the student's Final Project Committee.
4. Each student will choose a third faculty member to serve on his/her committee. The student must seek approval from the faculty member before submitting his/her name to the Director of Graduate Studies in Music.
5. The Music Graduate Committee must approve all members of the student's Final Project Committee.
6. Detailed requirements for the worship festival, thesis and recital can be acquired from the Graduate Music Office.

TRANSFER STUDENTS

Students may transfer up to six hours of graduate credit from other accredited graduate-degree granting institutions.

PROGRAM OF STUDY

The Master of Church Music degree is comprised of 32 hours. An asterisk (*) indicates required courses.

CHURCH MUSIC STUDIES (10 Hours)

*	CHM	590	Congregational Worship	2 hrs.
*	CHM	592	Church Music Media/Technology	1 hr.
*	CHM	594	History of Church Music	2 hrs.
*	CHM	595	Seminar in Church Music	1 hr.
*	CHM	598	Music Ministry Internship	2 hrs.
*	CHM	599	Final Project	2 hrs.

ADVANCED TECHNICAL MUSIC STUDIES (12 Hours)

	CHM	500	Degree Completion	0 hrs.
	CHM	510	Music Theory Review	2 hrs.
	CHM	511	Special Topics in Music	1 hr.
	CHM	512	Special Topics in Music	2 hrs.
	CHM	513	Special Topics in Music	3 hrs.
	CHM	521	Music in Christian Education	2 hrs.
	CHM	522	Church Music Organization & Administration	2 hrs.
	CHM	523	Hymnology	2 hrs.
*	CHM	530	Graduate Conducting I	2 hrs.
	CHM	531	Graduate Conducting II	2 hrs.
	CHM	541	Orchestration and Arranging	2 hrs.
	CHM	542	Seminar in Advanced Orchestration II	2 hrs.
	CHM	543	Seminar in Advanced Orchestration III	2 hrs.
	CHM	544	Seminar in Advanced Orchestration IV	2 hrs.
	CHM	545	Seminar in Choral Arranging	1 hr.
	CHM	546	Seminar in Recording Studio Accompanying	1 hr.
*	CHM	547	Concepts of Analysis I	1 hr.
*	CHM	548	Concepts of Analysis II	1 hr.
	CHM	553	Music Conference I	1 hr.
	CHM	554	Music Conference II	1 hr.
	CHM	575	Seminar in Songwriting	1 hr.
	CHM	591	Music Business	2 hrs.
*	CHM	593	Introduction to Graduate Research in Music	1 hr.
	CHM	596	Church Music Literature and Sources	2 hrs.

MUSIC ELECTIVES (4 Hours)

	CHM	551	Music Drama Workshop	1 hr.
			*Ensemble	1 or 2 hrs.
			*Applied Lesson	1 or 2 hrs.

MINISTERIAL ELECTIVES (6 Hours)

Students will elect six hours of classes in religious studies representing an area of interest in support of their church music ministry. Typical areas would be youth ministry, leadership, worship, or theology. Any graduate-level course offered by the Lee University School of Religion or by the Church of God Theological Seminary may be considered, with the approval of the student's faculty advisor and the consent of the instructor. A list of suggested courses may be obtained from the student's faculty advisors or from the Graduate Music Office.

Courses taken at the Church of God Theological Seminary for equivalent credit at Lee University must be approved by the Director of Graduate Studies in Music *before* the student enrolls.

COURSE DESCRIPTIONS

CHM 500. DEGREE COMPLETION (0)

This course allows students who have finished course work but have not completed comprehensive exams or other requirements to maintain their status as an actively enrolled student.

CHM 501-502CC. CAMPUS CHOIR (1)

Study and performance of a wide variety of sacred choral literature of the worship tradition and in a worship setting. Open to all students by audition. A minimum 3 hours of rehearsal per week.

CHM 501-502CH. CHAPEL CHOIR (1)

Open to all students. No audition is required. One rehearsal per week. Performances are in chapel and local churches only.

CHM 501-502CU. CHORAL UNION (1)

Study and performance of major choral master works as well as newly composed works for festival chorus. Open to all music majors, general college students and members of the local community with the consent of the instructor. One major concert each semester. One rehearsal per week.

CHM 501-502ES. EVANGELISTIC SINGERS (1)

Study and performance of a wide variety of sacred choral literature ranging from the Negro Spiritual to traditional and contemporary Black Gospel settings. Admission by audition. A minimum 3 hours of rehearsal per week.

CHM 501-502LC. CHORALE (1)

Study and performance of choral literature with emphasis on standard classical choral repertoire. Concerts given each semester. Membership by audition only. Open to all students. Two rehearsals per week.

CHM 501-502LL. LADIES OF LEE (1)

Training and performance in choral music for treble voices. Various performances each semester. Open to all female students by audition. A minimum 3 hours of rehearsal per week.

CHM 501-502LS. LEE SINGERS (1)

Study and performance of a wide range of choral literature. One major tour each semester in addition to other off-campus appearances. Membership by audition only. Open to all students. A minimum 4 hours of rehearsal per week.


YAMAHA

CHM 501-502OW. OPERA WORKSHOP (1)

Experience in the practical application of musical and dramatic preparation and performance of opera within a workshop format. Open to all students (performance roles and chorus by audition only).

CHM 501-502VL. VOICES OF LEE (1)

A 16-voice ensemble designed to study and perform a variety of a cappela, jazz and contemporary choral stylings – both sacred and secular. A minimum of 5 hours rehearsal per week with extensive off-campus performances. Membership by audition.

CHM 503-504BR. CHAMBER MUSIC - BRASS (1)

Study and performance of music for small ensemble. Instrumentation based upon student interest and availability.

CHM 503-504HB. CHAMBER MUSIC - HANDBELLS (1)

Study and performance of music for small ensemble. Instrumentation based upon student interest and availability.

CHM 503-504JE. JAZZ ENSEMBLE (1)

Utilizing standard stage band instrumentation, this ensemble studies and performs the best of the popular repertory. Open by audition. A minimum 2 hours of rehearsal per week.

CHM 503-504OR. CHAMBER ORCHESTRA (1)

Study and performance of music for string ensemble and string orchestra. Open by audition. One major concert per semester.

CHM 503-504PB. PEP BAND (1)

Training, practice and performance of commercial and marching band literature.

CHM 503-504PE. CHAMBER MUSIC - PERCUSSION (1)

Study and performance of music for small ensemble. Instrumentation based upon student interest and availability.

CHM 503-504SB. SYMPHONIC BAND (1)

Training and practice in the wind band literature. Open to all students with the consent of the instructor. A minimum of 3 hours of rehearsal per week.

CHM 503-504WE. WIND ENSEMBLE (1)

Training, practice and performance of concert wind ensemble literature. Membership is by audition only. One major concert to be given each semester. A minimum of 3 hours of rehearsal per week.

CHM 510. MUSIC THEORY REVIEW (2)

A course designed to assist the entering graduate student to prepare for the study of music theory at the graduate level. Grading for this course is pass/fail. Credit does not apply toward the Master of Church Music degree. Prerequisite: Graduate Music Theory Placement Exam.

CHM 511. SPECIAL TOPICS IN MUSIC (1)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the Director of Graduate Studies in Music.

CHM 512. SPECIAL TOPICS IN MUSIC (2)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the Director of Graduate Studies in Music.

CHM 513. SPECIAL TOPICS IN MUSIC (3)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the Director of Graduate Studies in Music.

CHM 521. MUSIC IN CHRISTIAN EDUCATION (2)

A course designed to instruct the student in integrating all church activities, developing music in churches through the church music school and the multiple choir system. Graded music is studied for use in Sunday Schools, Vacation Bible Schools, etc.

CHM 522. CHURCH MUSIC ORGANIZATION & ADMINISTRATION (2)

A study of the administrative role of the minister of music in a fully developed music program at the local church level.

CHM 523. HYMNOLOGY (2)

A survey of the various periods and styles of hymnody in the history of the Western church. Includes textual analysis and a study of the role of congregational singing in worship.

CHM 530. GRADUATE CONDUCTING I (2)

A course designed to provide the student with opportunity to improve the conducting gestures required for any style of music. Emphasis for the course is on conducting mixed meters, expressive gestures and rehearsal techniques.

CHM 531. GRADUATE CONDUCTING II (2)

A course designed to provide students practical conducting experience of various styles of church music from chant to modern-day song. Emphasis is

placed on the appropriate conducting technique and performance practice required for the period.

CHM 541. ORCHESTRATION AND ARRANGING (2)

A detailed study of instruments of the orchestra including range, technique, timbre, transposition and orchestration. Study of various principles of arranging for church instrumental ensembles.

CHM 542. SEMINAR IN ADVANCED ORCHESTRATION II (2)

An in-depth study of orchestrating for strings and woodwinds. This course will focus on bowing techniques, alternate clefs, specific scoring problems for double reed instruments, review of ranges and transpositions, and special effects for string instrumentation. Prerequisite: Orchestration and Arranging.

CHM 543. SEMINAR IN ADVANCED ORCHESTRATION III (2)

An in-depth study of orchestrating for brass, percussion, and infrequently used instruments. This course will focus on brass techniques, alternate clefs, specific scoring problems for percussion instruments, review of ranges and transpositions, and special effects for percussion instruments.
Prerequisite: Orchestration II.

CHM 544. SEMINAR IN ADVANCED ORCHESTRATION IV (2)

An advance study of orchestration that will include preparation of major orchestration projects. Includes in-class presentations arranged by each student. Prerequisite: Orchestration III.

CHM 545. SEMINAR IN CHORAL ARRANGING (1)

An introduction to the aspects of choral arranging. The choral arranging will include two-, three- and four-part writing.

CHM 546. SEMINAR IN RECORDING STUDIO ACCOMPANYING (1)

An emphasis in accompanying for the recording studio musician. Development of intensive study of style and the techniques utilized in recording sessions will be covered on an experiential basis. Proficiency on the keyboard is required. Prerequisite: Permission from the instructor.

CHM 547. CONCEPTS OF ANALYSIS I (1)

A course designed to provide the church musician with the necessary analytic techniques to function effectively in the wide-ranging musical styles of the contemporary Christian church. Emphasis is on contemporary commercial forms of analysis, including chord charts, melody charts, etc. Prerequisite: a passing score on the Graduate Music Theory Placement Exam.

CHM 548. CONCEPTS OF ANALYSIS II (1)

A study of analytic systems and concepts appropriate to the various styles of the standard repertoire of Western music. Prerequisite: A passing score on the Graduate Music Theory Placement Exam.

CHM 551. MUSIC DRAMA WORKSHOP (1)

A practical laboratory course which involves the production of music dramas. Work includes casting, rehearsing, designing and constructing sets, lighting, costuming, and publicity for recitals and public presentations.

CHM 553. MUSIC CONFERENCE I (1)

A course that involves a variety of workshops at music conferences where students participate in charismatic and evangelical worship service traditions as well as other contemporary forms of praise and worship. Individual workshops typically address current issues in sacred music, along with sessions on technique. Conferees attend numerous music-reading sessions. Evening concerts demonstrate the integration of materials, techniques and philosophy of worship.

CHM 554. MUSIC CONFERENCE II (1)

This elective course allows credit to be received at one of a number of music conferences from which the student may choose in consultation with the Director of Graduate Studies in Music. The conference will complement rather than duplicate CHM 553.

CHM 590. CONGREGATIONAL WORSHIP (2)

A course designed to provide students with an in-depth study of corporate worship, giving attention to the theological foundations of music in worship, the function of music in worship, the role of the worship leader, the practical elements of creativity in worship design and the production of materials for congregational worship in evangelical and Pentecostal church services.

CHM 591. MUSIC BUSINESS (2)

A course designed to provide an introduction to the field of Music Business in general and to the Christian Music Business in particular.

CHM 592. CHURCH MUSIC MEDIA/TECHNOLOGY (1)

An introduction to the use of media and media technology in the church, including the use of MIDI (Musical Instrument Digital Interface), computer programs for the musician and the creative use of slides, videos, films and related areas of interest for the church musician.

CHM 593. INTRODUCTION TO GRADUATE RESEARCH IN MUSIC (1)

An introduction to the methodology of scholarly research and writing in music.

CHM 594. HISTORY OF CHURCH MUSIC (2)

A course designed to provide students with an overview of the historical church traditions (from Hebrew to contemporary) and to demonstrate the influence of these traditions on the music of the evangelical and Pentecostal church.

CHM 595. SEMINAR IN CHURCH MUSIC (1)

A course designed to discover the latest innovations in church music ministry and also to cover "non-music" areas of church music ministry that are vital to the success of the evangelical/Pentecostal church music minister. Management of these "non-music" areas is essential to the daily life of the music minister and will be approached from a pragmatic, real-life perspective.

CHM 596. CHURCH MUSIC LITERATURE/SOURCES (2)

An overview of sacred literature from the major periods of church music history with selected representative composers and their works from each period. This will include a significant section on contemporary sacred literature for the church and school.

CHM 598. MUSIC MINISTRY INTERNSHIP (2)

A course designed to give graduate students an opportunity to interact with a competent music minister in all areas of church music ministry. The student will be given opportunities to increase his/her knowledge and skill levels in areas of interpersonal relationships, administration, leadership and planning, as well as musicianship.

CHM 599. FINAL PROJECT (2)

A course which gives the student a choice of vehicles for demonstrating his/her mastery in either individual performance, research and writing or planning, preparing and directing the worship festival concert. The work of the student will be closely directed and supervised by designated graduate faculty as arranged by the Director of Graduate Studies in Music.

MUA 500P. APPLIED MUSIC (1/2)

Applied music in the 500P series is intended for all graduate students who are not working towards an emphasis in applied music but taking lessons with their Primary instrument.

Bassoon	Cello	Clarinet	Composition
Conducting	Euphonium	Flute	Guitar
Harp	Horn	Oboe	Organ

Percussion	Piano	Saxophone	String Bass
Trombone	Trumpet	Tuba	Viola
Violin	Voice		

MUA 500E. APPLIED MUSIC (½)

Applied music in the 500E series is intended for all graduate students who need elective credits and are seeking specialized assistance in particular instrument technique.

Bassoon	Cello	Clarinet	Composition
Conducting	Euphonium	Flute	Guitar
Harp	Horn	Oboe	Organ
Percussion	Piano	Saxophone	String Bass
Trombone	Trumpet	Tuba	Viola
Violin	Voice		

MUA 500S. APPLIED MUSIC (½)

Applied music in the 500S series is intended for all graduate students except those with an emphasis in applied music who are taking lessons with their secondary instrument.

Bassoon	Cello	Clarinet	Composition
Conducting	Euphonium	Flute	Guitar
Harp	Horn	Oboe	Organ
Percussion	Piano	Saxophone	String Bass
Trombone	Trumpet	Tuba	Viola
Violin	Voice		

MUA 550, 551, 552, 553. PIANO PROFICIENCY (1)

A course designed to address deficiencies identified by the keyboard section of the Music Placement Audition. Grading for this course is pass/fail. Credit does not apply toward the Master of Church Music degree.

THE MUSIC GRADUATE COMMITTEE

The Music Graduate Committee's responsibility is to give administrative oversight to the graduate program. The Committee considers and recommends curricular changes to the university faculty, approves all policies, assesses effectiveness of the graduate program, serves as the Admissions Committee, reviews candidacy, and approves applicants for graduation. Members of the Music Graduate Committee are Mark Bailey, D.M.E.; Jim Burns, D.M.A.; David Horton, Ph.D.; Walter Mauldin, D.M.A.; Stephen Plate, D.M.A.; and Phillip Thomas, Ph.D.

SCHOOL OF RELIGION

MASTER OF ARTS IN BIBLICAL STUDIES

MASTER OF ARTS IN THEOLOGICAL STUDIES

MASTER OF ARTS IN YOUTH AND FAMILY MINISTRY

SCHOOL OF RELIGION

GRADUATE PROGRAM IN BIBLE AND THEOLOGY

Master of Arts in Biblical Studies
Master of Arts in Theological Studies

PURPOSE AND PHILOSOPHY OF THE DEGREES

The School of Religion at Lee University offers a program of advanced studies in the academic disciplines of Bible and Theology. These degrees will provide students with post-baccalaureate study for the purpose of preparing for further graduate work or for other vocational interests. Through its Master of Arts degrees in Biblical Studies and Theological Studies, Lee University provides a quality graduate program for Christian scholars in the designated disciplines. Committed to life and learning from an Evangelical/Pentecostal perspective and within the context of the Church of God, its sponsoring denomination, Lee University welcomes to the program all students from the Christian community who qualify for admission and subscribe to its stated goals and objectives.

Academic rather than professional in nature, the Master of Arts degree constitutes an option to professional degrees for the student seeking advanced study in the disciplines, preparing for work in the educational ministry of the church, and/or anticipating the research doctorate. This program is designed for the collegial engagement of peers whose concerns are constructive conversation and productive scholarship and whose goal is disciplinary competence.

Predicated upon the conviction that rigorous academic inquiry both ennobles and enables the participants, Lee University intends that the community of scholars engaging the Master of Arts in Biblical Studies and the Master of Arts in Theological Studies curriculum be more serviceable to the kingdom of God in the world.

Within the United States, most degrees designated as M.A. in Bible or Theology are offered by seminaries. Such programs accept applicants from various disciplines of undergraduate studies and therefore are usually two years in length (48 hours-64 hours). The program offered by Lee University is distinctive in that it will be offered at two levels. The first is for applicants whose undergraduate degrees are in the related areas of religious, biblical, theological, or pastoral studies.

Therefore, the usual first year of general introductory studies in religion is not offered, but instead the program begins with upper level graduate courses and requires 36 credit hours for completion. The second level admits students whose undergraduate work is in an area other than those specified in the first level, and therefore this level requires up to 48 hours.

GOALS OF THE GRADUATE PROGRAM IN BIBLE AND THEOLOGY

The School of Religion offers the M.A. in Biblical Studies and the M.A. in Theological Studies with several goals in mind. We aim:

1. To foster the continued development of research and writing skills in the area of biblical and theological studies.
2. To contribute to the body of biblical and theological knowledge and literature.
3. To assist the student in developing a personal hermeneutical and exegetical position to be used in acquiring a comprehensive understanding of Old and New Testament content.
4. To develop an understanding of the philosophical foundations for theological reflection.
5. To prepare the student for the teaching enterprise, whether in the educational ministry of the church or in the context of the academy at large.
6. To prepare the student to engage in more advanced degrees, ultimately leading to doctoral studies.
7. To integrate faith and learning in such a way as to develop the individual in mind and spirit in order to enhance the spiritual development of the body of Christ.

STUDENT GOALS FOR THE GRADUATE PROGRAM IN BIBLE AND THEOLOGY

Upon completion of the program, M.A. students in Biblical Studies and Theological Studies should have the skills and ability to:

1. Analyze biblical and theological writings at a level commensurate with other graduate students in religion programs.

2. Produce written work which portrays a knowledge of primary and secondary literature in the discipline.
3. Compare and contrast the various hermeneutical options for biblical exegesis.
4. Demonstrate an understanding of the philosophical foundations for biblical and theological reflection.
5. Provide evidence of analytical and critical skills which are prerequisite to further graduate studies in Bible or Theology.
6. Demonstrate rudimentary capacity for a specified language for biblical or theological research (primarily Greek, Hebrew, or German).

STUDENT OUTCOME GOALS FOR THE M.A. IN BIBLICAL STUDIES

Upon completion of the program, students in the M.A. in Biblical Studies Program should be able to:

1. Demonstrate an understanding of the continuity and the tension between the Old and New Testaments.
2. Give an overview of the history of the New Testament canon from its formation to its present status in various faith traditions.
3. Distinguish between the tenets of first century Christianity and other first century religions.
4. Exegete biblical texts, utilizing sound hermeneutical principles.
5. Interact with various models of revelation from a Pentecostal-evangelical perspective.
6. Demonstrate the ability to do valid research which contributes to the knowledge-base in the discipline of biblical studies.

STUDENT OUTCOME GOALS FOR THE M.A. IN THEOLOGICAL STUDIES

Upon completion of the program, students in the M.A. in Theological Studies Program should be able to:

1. Explain the development of the history of doctrine with special consideration of the major theologians of the last two millennia.
2. Dialogue with the fundamental issues in the philosophy of religion.
3. Rehearse the views of the early Church Fathers on various doctrines.

4. Demonstrate an understanding of the major thinkers of the Reformation.
5. Integrate Pentecostal faith and experience with doctrinal reflection.
6. Articulate the thought of contemporary theologians.

PROGRAMS OF STUDIES

LEVEL ONE ADMISSION STATUS REQUIREMENTS

M.A. CORE Biblical Criticism/Hermeneutics History of Doctrine I or II Philosophy of Religion	9 hrs.
LANGUAGE REQUIREMENT Biblical Greek (Second Year for Biblical Studies) or Biblical Hebrew (for Biblical Studies) Theological German (for Theological or Biblical Studies) or Ecclesiastical Latin (for Theological Studies)	6 hrs.
SPECIAL CONCENTRATION: Biblical or Theological (languages do not fulfill this requirement)	9-12 hrs.
ELECTIVES	6 hrs.
THESIS	3-6 hrs.
TOTAL HOURS IN PROGRAM	36 hrs.

LEVEL TWO ADMISSION STATUS REQUIREMENTS

Level Two is for those students who do not have one year of NT Greek and a degree in the field of religion before entrance to the graduate program. In addition to the requirements of Level One, requirements for Level Two must be fulfilled with the guidance of the Director of Graduate Studies in Religion. In order to determine the correct Admission Status, see the section on Admission Requirements.

Elementary New Testament Greek (GRE 501/502)	6 hrs.
* Biblical/Theological/or Historical Coursework (see course selections below)	up to 6 hours
TOTAL HOURS IN PROGRAM	up to 48 hours

* Students may choose from the following (or similar) courses with the evaluation and assistance of the Director of Graduate Studies in Religion (All of these courses are offered through the undergraduate program but require additional work for graduate credit.):

BIB 501	Intertestamental Period
BIB 502	Romans and Galatians
BIB 505	Psalms
THE 534	Doctrine of Christ
THE 535	Doctrine of the Holy Spirit
THE 536	Doctrine of the Church
THE 537	Systematic Theology
THE 538	Systematic Theology
CHH 542	History & Thought of Eastern Christianity
CHH 544	Major Thinkers in Western Christianity
CHH 545	Major Thinkers in European Reformation

In addition, students who have had an adequate philosophy background or desire further study, may be allowed to enroll in some of the undergraduate philosophy courses at the graduate level (e.g., PHI 341/541- Major Thinkers in Ancient and Medieval Philosophy; PHI 342/542 - Major Thinkers in Modern and Contemporary Philosophy; and PHI 442/543 - Kierkegaard). This may only be done with the approval of the Director of Graduate Studies in Religion.

COURSE DESCRIPTIONS

Core Courses

All students will take three core courses*:

BIB/THE 550. BIBLICAL CRITICISM/ HERMENEUTICS (3)

This course will explore several schools of biblical criticism (source, reaction, and form criticism), and various hermeneutical approaches. Particular attention will be given to tracing the influence of German philosophy on contemporary continental theology. Martin Heidegger's role in forming the hermeneutic of Rudolph Bultmann and the resultant schools of interpretation arising from the latter will be studied in detail. In addition, more recent forms of criticism will be considered, including reader-response, social-scientific, and postmodern theory.

THE 551. HISTORY OF DOCTRINE I (3)

This course provides a study of major Christian doctrines as understood through the writings of seminal theologians of the Church up to the High Middle Ages. By placing each theologian within a historical context, this course will allow the controversies and major movements of each period to dictate the doctrines to be discussed.

THE 553. HISTORY OF DOCTRINE II (3)

This course provides a study of major Christian doctrines as understood through the writings of seminal theologians of the Church up to the eighteenth century. By placing each theologian within a historical context, this course will allow the controversies and major movements of each period to dictate the doctrines to be discussed.

PHI/THE 552. PHILOSOPHY OF RELIGION (3)

This course will introduce the student to the main frameworks of philosophic thought, especially as they relate to religious studies. Particularly important will be the thought of Plato, Aristotle, Augustine, Thomas Aquinas, Immanuel Kant, and the Modern/Postmodern area. Topics considered will be the arguments for the existence of God, religious experience, the problem of evil, problems with religious language, miracles, immortality, freedom and determinism, faith and reason, and religious pluralism.

*Theological Studies students may take THE 551 (History of Doctrine I) or THE 553 (History of Doctrine II) to fulfill their core requirement. However, Biblical Studies students must take THE 551 (History of Doctrine I) to fulfill their core requirement.

Course Offerings for Biblical Studies Concentration

Students in the M.A. in Biblical Studies program will take 9-12 hours in their concentration. Students in the M.A. in Theological Studies program may choose from these courses to fulfill the elective requirements.

BIB 560. PEOPLE GROUPS IN EARLY FIRST CENTURY JUDEA: SOCIAL, POLITICAL AND RELIGIOUS REFLECTIONS (3)

This course will examine the role and function of various people groups mentioned in the gospels for the purpose of better understanding the message of Jesus, the struggles of the first believers and the experience of Paul. The Pharisees, Sadducees, Zealots, "People of the Land," tax collectors, sinners, Hellenists and Hebrews will all be studied.

BIB 561. THE OLD TESTAMENT IN THE NEW: NT WRITERS AS INTERPRETERS OF SCRIPTURE (3)

This course will explore the ways in which New Testament authors read and interpret Scripture: What methods do they employ? What relation does their practice have to other modes of first-century Jewish exegesis? Which Old Testament passages/words are used and why? Should the interpretive methods used by the New Testament writers serve as models for the church's continuing task of interpretation and preaching? We will pursue these questions through exegesis of specific New Testament passages. Special attention will be given to Paul, Mark and John.

BIB 562. GRECO-ROMAN RELIGIONS AND CHRISTIAN ORIGINS (3)

This course provides an occasion for the student to become inundated with a number of literary texts from the Greco-Roman world, to acquire a general sense of religiosity in the period, and to understand the background of the Hellenistic world for comprehending the emergence of Christianity. We will pay special attention to the emperor cult, Greco-Roman philosophies, mystery cults, and novels.

BIB 563. SEPTUAGINT STUDIES (3)

This course examines the social and political factors of the third century B.C.E. that gave rise to the Septuagint. The critical role this translation had for Hellenistic Jews of the Diaspora and the birth and expansion of the early church will also be studied. Selected portions of the text will be translated, compared to the original Hebrew and related to the New Testament where applicable.

BIB 564. JESUS AND THE GOSPELS (3)

This course provides opportunities to study two interrelated areas of research: (1) the life and teaching of Jesus of Nazareth; and (2) the nature of the canonical Gospels. We will survey important, "classic" works of the nineteenth and twentieth centuries that bear upon questions relating to Jesus and the Gospels. Such works will include the following: Schweitzer's *The Quest of the Historical Jesus*, Wrede's *The Messianic Secret*, Kähler's *The So-Called Historical Jesus and the Biblical-Historical Christ*, Dibelius's *From Tradition to Gospel*, Bultmann's *History of the Synoptic Tradition*, Dodd's *Apostolic Preaching and Its Developments*, and other recent modern studies.

BIB 566. THEOLOGY OF PAUL: REVELATION, EXPERIENCE AND CHARISMATA (3)

This course will examine the influence that revelation, personal experience and charismatic gifts had on the formation of Paul's theology. Special attention will be given to Paul's persecution of the church, his calling on the Damascus road and the manner in which the spirit worked through Paul and the ones he discipled. Paul's own words in his epistles will be the focus of study, but Luke's account of Paul in Acts will also be referenced.

BIB 568. ADVANCED PAULINE STUDIES (3)

This course will examine the major contours of Paul's thought through an intensive study of the primary sources, as well as extensive readings in the secondary literature. Its method will be to identify, organize and examine such key elements as the theology, anthropology, soteriology and ecclesiology of the Apostle Paul.

BIB 570. BOOK STUDIES: EXEGESIS SEMINAR (3)

This course will focus on a careful exegetical analysis of the Greek text of the book under discussion. Matters of interpretation and elements of advanced grammar will be discussed. The specific book chosen for the seminar may vary from year to year.

BIB 593. DIRECTED STUDY IN BIBLICAL STUDIES (3)

A study of an approved area of biblical or theological studies, in which the student contracts with the director of the study concerning course requirements, course scheduling and evaluation procedure. This course may not be used to substitute for core courses.

BIB 598. THESIS (3)

This course is designed for students to conclude their graduate program in religion by writing a thesis that provides evidence of ability to do independent research and compile it in the form required by the faculty of graduate studies in religion.

BIB 599. THESIS **Six hours credit**

This course is designed for students to conclude their graduate program in religion by writing a thesis that provides evidence of ability to do independent research and compile it in the form required by the faculty of graduate studies in religion.

Course Offerings for the Theological Studies Concentration

Students in the M.A. in Theological Studies program will take 9-12 hours in this concentration. Students in the M.A. in Biblical Studies program may choose from these courses for their electives.

THE 518. INTEGRATIVE THEOLOGY: REVELATION AND GOD (3)

This course integrates historical, biblical, systematic, apologetic and applied dimensions to selected theological matters offered for investigation. It proceeds according to the following method: (1) defining the problem under consideration, (2) identifying alternative approaches to solving it, (3) summarizing the biblical teaching regarding it by applying sound hermeneutical principles, (4) articulating a cohesive doctrine respecting it, (5) defending that doctrine, and (6) applying those convictions to Christian life and ministry.

THE 543. AQUINAS (3)

This course offers an in-depth treatment of the thought of Thomas Aquinas (1225-1274).

THE 570. PATRISTIC THEOLOGY (3)

This course is a study in the historical development of selected theological topics from the second to the fifth centuries. It concerns, in particular, matters relating to canonicity, the Trinity, Christology and Pneumatology, and identifies the relevance of those matters to the further (i.e. medieval and modern) history of the Church. Special attention is given to Irenaeus, Tertullian, the Cappadocian Fathers and Augustine.

THE 571. THEOLOGY OF THE REFORMERS (3)

This course focuses on Luther, Calvin, Simons and Cranmer as representative of four major streams of Reformation tradition. It (1) explores the personal and historical contexts of each principal, (2) discusses the emphases of each on selected theological matters, (3) compares their theological postures, and (4) assesses the immediate and extended impact of their work upon the wider European experience.

THE 572. NINETEENTH-CENTURY AMERICAN RELIGIOUS AND SOCIAL THOUGHT (3)

Concerned with the interconnection of theological formulation, revivalism and social reform, this study traces the course of American democratic thought and expression in the milieu that was nineteenth-century America. It addresses the roots and development of the Second Great Awakening, Christianity and antebellum slavery, the Enlightenment tradition, the Romantic impulse, the Princeton Theology, the challenges of Darwinism and Marxism, the emergence of Holiness and Pentecostal phenomena, and efforts at Christian unity.

THE 573. PENTECOSTAL THEOLOGY (3)

This course will consider the historical and theological development of the Pentecostal movement, with a view to rehearsing past theological views as well as future systematic possibilities. Topics to be examined will be classical doctrines as well as issues of healing, the five-fold Gospel, the relationship with evangelicals and charismatics, the role of glossolalia and gifts of the Spirit.

THE/PHI 574. FEMINIST THEOLOGY AND PHILOSOPHY (3)

This course examines the historical roots, key ideas and trajectories of feminist theology and philosophy; the passions and contradictions of these disciplines; and their effects on various social practices and religious institutions.

THE 575. CONTEMPORARY THEOLOGY (3)

This course will survey the theological and philosophical trends from the nineteenth century to the present. The major doctrinal themes examined will be the doctrines of God and revelation; the Trinity; and Christology. In addition, various approaches to theology will be considered: liberation theology, narrative theology, feminist and womanist theology, African-American theology, African theology, Asian theology and evangelical theology. Rigorous study in the philosophical foundations of these theologies and their representatives will be examined. The hermeneutical and theological methods of these systems of theology will offer a basis for comparison and evaluation. Important philosophical themes to be considered are existentialism, modernism, and postmodernism.

THE 576. SEMINAR IN THEOLOGY (CALVIN) (3)

This course is a seminar focusing on selected portions of Calvin's *Institutes of the Christian Religion*. It considers the successive editions of the work in both Latin and French, ascertaining the purpose for such and the nuances of the Reformer's thought therein. Students will attend to the lectures on various aspects of Calvin's personal and professional life and will interact by papers and discussion with portions of Calvin's work.

THE 577. SEMINAR IN THEOLOGY (WESLEY) (3)

THE 578. SEMINAR IN THEOLOGY (BARTH) (3)

This course is a seminar that will focus on a selected portion of the primary writings of Karl Barth. Barth's theological views will be placed within a larger framework of his thought, but the focus will be on a limited section of his *Church Dogmatics* I/1 and II/1. Students will "exegete" passages from Barth's writings and will discuss in a seminar setting the implications for his doctrine of God.

THE 593. DIRECTED STUDY IN THEOLOGICAL STUDIES (3)

A study of an approved area of biblical or theological studies, in which the student contracts with the director of the study concerning course requirements, course scheduling and evaluation procedure. This course may not be used to substitute for core courses.

THE 598. THESIS (3)

This course is designed for student to conclude their graduate program in religion by writing a thesis that provides evidence of ability to do independent research and compile it in the form required by the faculty of graduate studies in religion.

THE 599. THESIS (6)

This course is designed for student to conclude their graduate program in religion by writing a thesis that provides evidence of ability to do independent research and compile it in the form required by the faculty of graduate studies in religion. This course must be approved by the director and the M.A. committee.

PHI 551. PHILOSOPHY OF HUMAN NATURE (3)

This course offers an intensive historical-analytical study of prominent philosophical theories of human nature. It focuses on the philosophical anthropologies of thinkers as diverse as Plato, Hume, Rousseau, Kant, Nietzche and Freud. In addition, it examines existentialism as captured in the thought of Tolstoy, Sartre and Camus, and Christian existentialism. Some influential contemporary treatments of human nature are considered as well.

PHI 571. PHILOSOPHICAL ETHICS (3)

This course provides a comprehensive introduction to the philosophical study of morality through the analysis of major ethical works in the history of Western philosophy, and leading paradigms in contemporary moral philosophy.

PHI/THE 574. FEMINIST THELOGY AND PHILOSOPHY (3)

This course examines the historical roots, key ideas, and trajectories of feminst theology and philosophy, the passions and contradictions of these disciplines, and their effects on various social practices and religious institutions.

Course Offerings for Language Studies

GREEK

GRE 501. ELEMENTARY NEW TESTAMENT GREEK (3)
A basic vocabulary and grammar study of New Testament Greek with drills in simple Greek reading.

GRE 502. ELEMENTARY NEW TESTAMENT GREEK (3)
A continuation of GRE 501 with more attention to syntax and reading.

HEBREW

HEB 501. ELEMENTARY BIBLICAL HEBREW (3)
This course is an introduction to Hebrew that is designed to introduce students to the basic vocabulary and grammar of the Hebrew Bible.

HEB 502. READINGS IN BIBLICAL HEBREW (3)
This course is a continuation of HEB 501. It builds on the vocabulary and grammar of HEB 501 and gives students a working knowledge of the standard grammatical and lexical resources for exegetical work. Students will also begin reading the text of the Hebrew Bible. Prerequisite: HEB 501.

LATIN

LAT 501. ECCLESIASTICAL LATIN (3)
This course will introduce the student to the basic grammar, syntax, and vocabulary of the Latin language, with special attention towards ecclesiastical Latin.

LAT 502. READINGS IN ECCLESIASTICAL LATIN (3)
This course will build upon the introduction to basic Latin grammar and focus on extending vocabulary and reading skills. Its special emphasis will be on writings of an ecclesiastical nature from the early church fathers through the 17th century. Prerequisite: LAT 501.

THEOLOGICAL GERMAN

GER 501. THEOLOGICAL GERMAN (3)
An introduction to theological German designed for the student who has little or no previous knowledge of the language. The course will focus on the basics of German grammar and syntax, while acquisition of vocabulary and translation drills will concentrate on religious and theological selections.

GER 502. READINGS IN THEOLOGICAL GERMAN (3)

Continuing the course on introduction to theological German, this course reviews and extends the grammatical and syntactical aspects of the German language. Students will be exposed to a variety of philosophical and theological texts meant to prepare them for comprehension and reading of German for research in future work. With this goal in mind, the emphasis is on reading comprehension and extensive exposure of as many theological and biblical readings as possible. The prerequisite is GER 501.

ADMISSIONS REQUIREMENTS

1. There are two levels of admission for the M.A. in Biblical Studies/Theological Studies. These levels are determined by the prior work of the applicant. Since this M.A. degree is an advanced study within the disciplines of Biblical Studies or Theological Studies, a certain amount of preparation and aptitude is required in this program. Both admissions levels will require the same 36 hours, but those without adequate preparation will be admitted under the condition of taking up to 12 more hours to complete this degree.

2. An applicant should have a bachelor's degree in Biblical and/or Theological Studies or its equivalent from an accredited college or university. With regard to the United States, this means regional accreditation or that of the AABC (Accrediting Association of Bible Colleges). With regard to undergraduate degrees from other countries, each applicant will be considered on his/her own merits. However, it is expected that at least three years of college level work has been gained and that some form of accreditation is granted to the applicant's school within his/her country. Those with an appropriate degree and background will be accepted into the first level of the program (36 hours).

 Applicants in Biblical Studies who meet these criteria must also have had at least one year of New Testament (*koine*) Greek *before* entry into the program. Many of the textual studies in this program require a working knowledge of Greek; therefore, students are encouraged to have two years of Greek before entering the program, but may be accepted with only one year of Greek with a grade of 80% (B) or better in their Greek work.

 It is important to note that the first year of Greek may be taken during two summer semesters of the university's program before entering the program in the fall semester. The second year of Greek may be taken during the course of the program or in two summer intensive sessions, and thereby fulfill the language requirements for the program (6 hours). For those Biblical Studies students who already have two years of Greek, the six

hours language requirement may be met by taking Biblical Hebrew or Theological German.

Applicants in Theological Studies who meet these criteria may take New Testament Greek during the program. However, they must also complete six hours of the language requirement, either fulfilling Elementary and Intermediate Greek (2 years equivalent) or one year of Greek and six hours of Theological German. It is strongly recommended that students in theology have a strong background in modern or ancient foreign languages (especially German, French, or Latin). Since further graduate study in theology requires facility with these languages, the program requires six hours of the appropriate language for each student.

If an applicant has a B.A. or B.S. in pastoral studies, Christian education, intercultural studies, youth ministry, or another area of practical ministry, each transcript will be considered individually for its appropriate status for entering the program. Any deficiencies that the Director of Graduate Studies in Religion may discover may be rectified during the completion of the first year in the program. Whatever courses may be recommended to prepare the student for graduate work within these disciplines may be taken concurrently with certain graduate courses within the program; the amount of hours to rectify the deficiencies may not exceed 12 hours. Usually, the deficiencies with these degrees in religion will only be the Greek language.

3. The second level of admission status is for those who have not had a bachelor's degree in some form of religious studies. Each applicant's background and coursework (especially in the area of humanities, philosophy, and religion) will be evaluated by the Director of Graduate Studies in Religion. Applicants may be accepted into this level and be required to take up to 48 hours of work, that is, the regular 36 hour program and up to 12 hours of studies in religion as assigned by the Director. Six (6) hours of these twelve (12) hours must be NT Greek (GRE 501/GRE 502). The remaining hours will be determined by the Director and chosen from a variety of biblical, theological, and/or historical studies.

4. Official undergraduate and graduate transcripts of credit earned at all institutions of higher education.

5. GRE (Graduate Record Exam) or MAT (Miller Analogies Test) scores are required. Scores must be sent to the office of Graduate Studies in Religion and must be no more than five years old.

6. Minimum G.P.A. of 3.0 in undergraduate studies.

7. Two letters of reference from professors familiar with your work and one personal reference from someone familiar with your character.

8. An essay or research paper that offers evidence of the applicant's writing abilities. The paper should be between 5-25 pages in length.

9. Although the M.A. in Biblical Studies and the M.A. in Theological Studies are not seminary degrees that would require pastoral training or emphasis, it should be noted that they are connected to the life and ministry of local churches and the church universal. Therefore, the program strongly encourages involvement of its students in the body of Christ, especially in the areas of teaching (which is this program's emphasis).

10. An interview, either by phone or in person, with the Director of Graduate Studies in Religion or a designated faculty member of the program.



COMPLETION REQUIREMENTS

1. 36 Credit Hours / 48 Credit Hours

2. Three-hour thesis/Competency Exam
 a. Three-hour thesis: Students who want to write a thesis will need to offer a proposal in writing to the Director of Graduate Studies in Religion and the M.A. Committee for the Graduate Program in Bible and Theology. The proposal and the student's fitness for writing a thesis will be evaluated by the committee. Specific information regarding the proposal format and thesis work is available from the Graduate Studies Secretary. It is the belief of the committee that most students should take the competency exam. However, we recognize that some students may be better served by writing a thesis and therefore this is one option.
 b. Competency Exam: Most students will be asked to the take the Competency Exam instead of writing a thesis. The main features of this exam are as follows:
 i. A written component
 ii. An oral component
 iii. A bibliography of readings agreed upon by members of the M.A. Committee

 The exam is not offered for credit and receives a pass/fail mark on the transcript. The Competency Exam may be taken after the student has completed 18 hours of coursework, but it is preferably taken within the last 12 hours of a student's program. Details about the exam may be obtained from the Graduate Studies Secretary and the Director of Graduate Studies in Religion.

3. Language requirements: Those students whose degree is the M.A. in Biblical Studies will complete 6 hours Biblical Greek at the Intermediate or Second Year level (or its appropriate substitute). Those students whose degree is the M.A. in Theological Studies will complete 6 hours of Theological German (or its appropriate substitute). Substitutions are granted by the Committee for Graduate Studies in Religion.

4. Maintain a minimum 3.0 GPA throughout the program.

5. The degree must be completed within four years of its inception. Exceptions to this will be evaluated by the M. A. Committee and the Director of Graduate Studies in Religion.

NON-DEGREE SEEKING AND SPECIAL STUDENTS

Students may register for non-degree or special status without being formally admitted into candidacy in the M.A. program. Such students may take a total of nine credit hours from courses offered in the program.

TRANSFER CREDIT

A student may transfer up to six hours credit from an approved graduate institution or seminary. The courses must have been in the areas of Bible and/or theology and must be approved by the Director of Graduate Studies in Religion. In addition, transfer students need to be interviewed by the director before admittance into the program.

Lee University Graduate Studies in Religion works cooperatively with the Church of God Theological Seminary. Therefore, from time to time, certain courses may be offered through the seminary for credit in this program. These are not considered transfer credits, but will be viewed as equivalent to those courses offered by Lee University. Only specifically designated courses will be allowed such equivalency; they will be announced clearly in the course schedules in advance. See the Collaborative Statement on page 45.

M.A. COMMITTEE FOR THE GRADUATE PROGRAM IN BIBLE AND THEOLOGY

The M.A. Committee for the Graduate Program in Bible and Theology oversees the entire course of study for the M.A. in Biblical Studies and the M.A. in Theological Studies. The committee considers all needed changes and makes recommendations to the Graduate Council; it serves as the Admissions Committee and reviews candidacy.

GRADUATE PROGRAM IN MINISTRY

MASTER OF ARTS IN YOUTH AND FAMILY MINISTRY

PURPOSE AND PHILOSOPHY OF THE DEGREE

The Master of Arts degree in Youth and Family Ministry at Lee University provides a program of study designed to enable men and women to minister effectively to youth and families in the present culture. The program is offered in both traditional and non-traditional formats. It prepares students in the foundational theory and praxis of ministry as well as in the social and psychological contexts of the people to whom they will minister. Interdisciplinary in nature, this program offers youth pastors, pastors, and others interested in youth and family relations the foundations and skills of such a ministry. The program is distinctive in that there are very few like it in the United States and none offered by a Pentecostal institution. While the degree program will provide an academically challenging curriculum, its essential focus will be professional rather than academic.

GOALS OF THE GRADUATE PROGRAM IN MINISTRY

The overall goal of the program is to provide advanced understanding of youth and family issues in order to prepare men and women seeking long-term professional commitment to youth and/or family related ministry. From this broader outcome goal, the following specific goals are suggested. Each program goal is matched to related curriculum and student outcome goals.

THEOLOGICAL CONSIDERATIONS

PROGRAM OUTCOME GOAL #1:

The M.A. in Youth and Family Ministry Program will provide a basic theological framework that will be used to interpret contemporary issues related to youth and family concerns.

COURSES RELATED TO THIS GOAL:

Theological Issues in Youth and Family Ministry
Foundations of Youth and Family Ministry
Discipleship
Principles of Leadership

STUDENT OUTCOME GOALS:

Students will be able to

1. Identify dominant models of youth and family ministry.
2. Identify/construct a framework for understanding theological issues in youth and family ministry.
3. Discuss, critique, and apply these models of ministry by using a theological framework suited for the task.
4. Articulate and implement a theologically sound, individually designed rationale for youth and family ministry.

BIBLICAL CONSIDERATIONS

PROGRAM OUTCOME GOAL #2:

The M.A. in Youth and Family Ministry Program seeks to provide biblical foundations through examination and application of key biblical texts related to youth and family concerns.

COURSES RELATED TO THIS GOAL:

Inductive Bible Study
Discipleship
Principles of Leadership
Creative Preaching and Teaching

STUDENT OUTCOME GOALS:

The student will be able to

1. Examine and apply principles derived from key biblical texts in a variety of educational ministerial settings (e.g., Bible study, small groups, preaching, and teaching).
2. Articulate a plan or rationale for a discipleship program in youth and/or family based ministries in a local congregation.
3. Identify and implement a model of leadership training in a local congregation.
4. Understand and apply various techniques in communicating the Gospel through preaching and teaching.

SOCIAL SCIENCE CONSIDERATIONS:

PROGRAM OUTCOME GOAL #3:

The M.A. in Youth and Family Ministry Program will attempt to establish, from a social science perspective, key components for understanding and applying theories and methods concerning contemporary

aspects of youth and family. This will be integrated into the ministerial setting of the student.

COURSES RELATED TO THIS GOAL:
Adolescent Development
Counseling Adolescents
Family Systems

STUDENT OUTCOME GOALS:

A student will be able to

1. Identify various methods and models for youth and family ministry.
2. Demonstrate an understanding of specific skills related to youth ministry (e.g. music ministry, drama ministry, preaching to youth, creating disciples of adolescents).
3. Develop a plan for the implementation of a youth program in a local church.
4. Demonstrate an understanding of specific skills related to family ministry.

PROGRAM OUTCOME GOAL #4:

The program for the M.A. in Youth and Family Ministry will provide practical skills for ministering to youth and families with the current cultural and social context.

COURSES RELATED TO THIS GOAL:
Leadership Dynamics
Discipleship in Contemporary Culture
Creative Preaching and Teaching
Music in Youth Ministry
Drama in Youth Ministry
Worship in Youth and Family Ministry
Parenting Skills
Communication in the Family
Legal Issues in Youth Ministry

STUDENT OUTCOME GOALS:

Students will be able to

1. Identify various methods and models for youth and family ministry.

2. Demonstrate an understanding of specific skills related to youth ministry (e.g. music ministry, drama ministry, preaching to youth, creating disciples of adolescents).
3. Develop a plan for the implementation of a youth program in a local church.
4. Demonstrate an understanding of specific skills related to family ministry.



PROGRAM OF STUDY

CURRICULUM AND DELIVERY FOR THE M.A. IN YOUTH AND FAMILY MINISTRY

Theological Foundations For Ministry **6 hrs.**

Theological Issues in Youth Ministry	3 hrs.
Principles of Bible Study	3 hrs.

Practical Foundations For Ministry **12 hrs.**

Foundations of Youth and Family Ministry	3 hrs.
Leadership Dynamics & Development	3 hrs.
Discipleship in Contemporary Culture	3 hrs.
Creative Preaching and Teaching	3 hrs.

Social & Developmental Foundations For Ministry **9 hrs.**

Adolescent Development	3 hrs.
Counseling Adolescents	3 hrs.
Family Systems	3 hrs.

Aspects of Ministry: Electives **6 hrs.**

These courses are 1-3 credit hours each. They will be provided through Youth Institutes or regular semester classes.

Music in Youth Ministry
Youth Ministry Resources
Drama in Youth Ministry
Ethics and Legal Issues in Youth Ministry
Communication in the Family
Worship in Youth & Family Ministry
Special Project in Youth & Family Ministry

Project/Internship **3 hrs.**

TOTAL HOURS IN PROGRAM **36 hrs.**

COURSE DESCRIPTIONS

YFM 501. FOUNDATIONS OF YOUTH AND FAMILY MINISTRY (3)

This course will examine the biblical and theological foundations of the family with specific focus on the place of adolescents within the family structure. Various models of youth and family ministry will be examined, and through the use of lectures, research, and case studies, the student will develop a family ministry program which will be applicable in his/her ministerial setting.

YFM 502. LEADERSHIP DYNAMICS AND DEVELOPMENT (3)

This course will provide an overview of various models of leadership, "secular" and "sacred" (e.g. MBO, Servant-leader), and their appropriateness for use within a community of faith. Once foundational material is presented, an analysis and critique of each model will be provided and will result in the student being able to articulate a theology of leadership that is biblically and theologically sound. From this basis, students will implement a leadership development program in their ministerial settings.

YFM 503. DISCIPLESHIP IN CONTEMPORARY CULTURE (3)

This course will equip youth leaders for the task of carrying out the Great Commission in a postmodern society. Included will be an examination of key New Testament texts of discipleship, an identification of vital principles used by Christ and the first century church, and a critique of contemporary models. Special consideration will be given to the unique challenges presented by contemporary culture. The goal for each student will be to develop a discipleship model that will systematically take a student from the initial stage of being evangelized through the steps of Christian growth and formation.

YFM 504. CREATIVE PREACHING AND TEACHING (3)

This course will seek to approach a study of homiletics from a non-traditional perspective, while at the same time retaining the integrity of the pulpit. It will integrate various forms of media and styles into sermon preparation so the student will be able to communicate the gospel to a wide cross-section of people.

YFM 510. ADOLESCENT DEVELOPMENT: CHANGE AND CONTINUITY (3)

This course is an examination of the developmental phenomena of adolescence, its physiological, emotional, cognitive, and spiritual dimensions, and the influence of context such as family, peers, schools, and community. Consideration of the needs of youth and interacting societal institutions, with

a focus on continuity of development as viewed within the framework of life-span development will be studied.

YFM 555. THEOLOGICAL ISSUES IN YOUTH AND FAMILY MINISTRY (3)

This course will provide students with an overview of the task of theology as it relates to the ministry of the church. It will focus on several issues of particular importance to youth and families, offering a theological basis and dialogue for each issue. Some issues and their concomitant theological areas that may be investigated are the following: human personality and theological anthropology; sexuality and a theology of sex; estrangement and a theology of reconciliation; abuse/disorders/violence and a theology of wholeness of life; suffering and a theology of suffering; school related issues and a theology of learning; and other miscellaneous issues that may arise.

YFM 556. PRINCIPLES OF BIBLE STUDY (3)

This course is designed to prepare students for personal and small group Bible study, using the inductive method. Emphasis will be on learning the method for studying a book of the Bible and on delivery of that information to a small group. Some consideration will be given to Bible study for youth groups.

YFM 557/PSY 557. FAMILY SYSTEMS (3)

An introduction to general systems theory. Special attention is given to the history of marriage and family therapy and the basic theories of and models of family interaction. Implication for interactional patterns, functional and dysfunctional family systems, life cycle issues, and ethnicity are discussed.

YFM 561/PSY 561. COUNSELING ADOLESCENTS (3)

An examination of the interpersonal dynamics of adolescents who come to counselors for help due to the severity of their spiritual, emotional, motivational, behavioral, and adjustment problems. Counseling procedures for normal developmental concerns and issues of adolescents, as well as clinical procedures, treatment methods, and counseling approaches for the more resistant and recalcitrant youth will be covered.

YFM 590. PROJECT/INTERNSHIP (3)

Information regarding the project or internship may be obtained from the Office of Graduate Studies in Religion.

ELECTIVES

All electives are variable credit, depending upon the length of the course and the requirements for the particular session that it occurs. Schedules will post whether the credit will be one or two hours. Usually, these electives will occur during Youth & Family Ministry Institutes.

YFM 530. MUSIC IN YOUTH MINISTRY (1-2)

This course will examine the relationships that exist between music and adolescent culture and how these relationships are presented through various forms of media (e.g. pop teen magazines, MTV). The course will then proceed to develop an understanding of the theological implications of music – secular and sacred. Various pieces of music (printed and audio) will be critiqued, analyzing lyrics, tempo, style, etc., for message content and cultural impact.

YFM 531. DRAMA IN YOUTH MINISTRY (1-2)

This course presents an overview of several components of drama ministry, including acting, staging, and casting, with primary attention given to the basic features of a drama ministry. Included will be an examination of the increased use of drama in church settings and how drama in youth ministry can be used as a tool for evangelism and discipleship. Students will be expected to participate in impromptu skits and in class presentations of various forms of drama. A plan for implementing their discoveries in drama ministry will be developed for their own ministerial setting. Resources for drama ministry will also be considered.

YFM 535. YOUTH AND FAMILY MINISTRY RESOURCES (1)

This course explores the numerous resources available to youth pastors/leaders and their ministries in the areas of leadership training, education in youth culture, mentoring, funding, music ministry, drama ministry, personal enrichment, speakers, student missions, retreat and camping sites, curriculum, preaching and teaching aids, ideas, games, crowdbreakers and more. In addition, consideration will be given to the funding of a youth ministry.

YFM 536. ETHICS AND LEGAL ISSUES IN YOUTH MINISTRY (1-2)

This course concentrates on critical ethical and legal issues that concern all youth leaders – paid or volunteer. Particular attention will be given to appropriate conduct, issues of accountability, preventive safeguards, current statutes, and relevant case studies.

YFM 538. WORSHIP IN YOUTH AND FAMILY MINISTRY (3)

A biblical and theological rationale for worship will be given as a foundation for this course. In addition, students will examine various ways in which worship can be incorporated into youth ministry. This course will consider traditional aspects of worship as related to youth and family ministry. Students will be expected to develop a series of worship events that will incorporate both traditional and non-traditional aspects of worship.

YFM 539. PARENTING SKILLS (1-2)

This course will focus on developing skills for Christian parenting, especially focusing on the adult-adolescent relationship. In addition, students will be trained how to set up parenting seminars and training in their local churches. An examination of family relations, family communication, discipline, and conflict resolution will also be a part of this course. Resources for parenting will be examined.

YFM 540. COMMUNICATION IN THE FAMILY (1-2)

This course will examine the skill of communication with particular attention given to patterns of communication within family culture. Consideration will be given to healthy and unhealthy styles of communication as well as to the development of the skills needed for constructive communication within a family system.

* *The following three courses may be taken for elective credit as well, but since they are more like directed study* ***no more than three hours total may be taken for elective credit.***

YFM 541.* SPECIAL TOPICS IN YOUTH & FAMILY MINISTRY (1)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the Director of Graduate Studies in Religion.

YFM 542.* SPECIAL TOPICS IN YOUTH & FAMILY MINISTRY (2)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the Director of Graduate Studies in Religion.

YFM 543.* SPECIAL TOPICS IN YOUTH & FAMILY MINISTRY (3)

A course presenting various topics and research concerns. The topic will change to meet student demand and interest. Prerequisite: Permission of the Director of Graduate Studies in Religion.

YFM 590. FINAL PROJECT (3)

This course is intended as a final research project within the MAYFM program. Students will research a specific area within youth and/or family ministry and provide evidence of biblical, theological, or social science research. In addition, students will prepare a project presentation based on the questions raised by the foundational research.

YFM 593. INTERNSHIP (3)

This course is designed for students who have not had practical experience in youth and family ministry. It may be done in lieu of a final project so that students may experience supervised ministry with youth and families.

ADMISSION REQUIREMENTS

1. There are two levels of admissions status. The first level is for those who have a bachelor's degree or minor in religion, theology, Bible, or practical ministry areas from an accredited college or university. The second level is for those who have a bachelor's degree in an area other than those listed above.

2. Applicants with a bachelor's degree in religion or practical ministry areas from an accredited university, college, or Bible college, may apply for acceptance into the first level of admission. This level requires 36 hours for completion as outlined in the Program of Study cited above. Accreditation must be from a regional accrediting association or from AABC (Accrediting Association of Bible Colleges). If the applicant's education is from outside the United States, each applicant's transcripts and status of his/her school will be evaluated by the admissions committee and the Director of Graduate Studies in Religion. It is preferred that schools from outside the United States be accredited in some formal fashion by their country.

3. Applicants without a bachelor's degree in religion or practical ministry areas may apply for acceptance into the second level of admission. This level requires up to 48 hours for completion. The Director of Graduate Studies in Religion may require as many as 12 hours of work in biblical, theological, historical, or practical studies at the graduate level (500 level). The Director will prepare a plan of courses for the applicant in order to make up for any deficiencies in his/her religion background. Students

admitted at this second level will take the same 36 hours as those admitted at the first level, but will also take courses along with these in order to provide a deeper background in religious studies.

Applicants who believe they can demonstrate equivalency for religious work or study should petition the Director of Graduate Studies in Religion for consideration. It should be noted that in no case does Lee University grant life experience as "credit" for coursework. However, in the case of work preparation for deepening one's background in religious studies, consideration may be given to a student's proposal to consider some aspect of his/her work or ministry as equivalent to courses in this second level.

4. Official undergraduate and graduate transcripts of credit earned at all institutions of higher education.

5. GRE (Graduate Record Exam) or the MAT (Miller Analogies Test) scores are required. The results should be sent to the office of Graduate Studies in Religion.

6. A preferred G.P.A. of 3.0 in undergraduate studies.

In addition to two letters of reference from professors familiar with your work, a letter of reference from your pastor or ministry supervisor is required.

If an applicant is currently a youth pastor or a minister in a staff position, he/she must obtain written acknowledgment and approval from the ministry supervisor before entering this program.

7. An essay of about 1000 words which will provide the Director of Graduate Studies in Religion and the Admissions Committee with a description of the candidate's future goals. Included in the essay should be a discussion of the following components:
 a. a description of one's calling
 b. a summary of one's past and current involvement in the life of the local church
 c. future ministry goals with the use of this degree

8. An interview, either by phone or in person, with the Director of Graduate Studies in Religion or a designated faculty member of the program.

COMPLETION REQUIREMENTS

1. 36 credit hours / 48 credit hours.

2. Three hour project.

3. A minimum 3.0 [B] GPA throughout the program.

4. The degree must be completed within 6 years of its inception. Exceptions to this will be evaluated by the M.A. Committee in Religion and the Director of Graduate Studies in Religion.

NON-DEGREE SEEKING AND SPECIAL STUDENTS

Students may register for non-degree or special status without being formally admitted into candidacy in the M.A. in Youth and Family Ministry Program. Such students may take a total of nine credit hours from courses offered in the program.

TRANSFER CREDIT

A student may transfer up to six credit hours from an approved graduate institution or seminary. The courses must have been in areas related to the curriculum of the program and must be approved by the Director of Graduate Studies in Religion. In addition, transfer students need to be interviewed by the director before admittance into the program.

Lee University Graduate Studies in Religion works cooperatively with the Church of God Theological Seminary. Therefore, from time to time certain courses offered at the seminary may fit our program and students will be able to take these courses as if they were taken at the university (in other words, not as transfer credit). Courses taken at the seminary for equivalent credit at the university must be approved by the Director *before* students take them. See Collaborative Statement on page 45.

THE M.A. COMMITTEE FOR THE GRADUATE PROGRAM IN MINISTRY

The M.A. Committee for the Graduate Program in Ministry forms the Admissions Committee for this program. It also oversees the program and its development, offering changes to the Graduate Council of the university.



THE ADMINISTRATION AND FACULTY OF LEE UNIVERSITY

The guidance, instruction, and assistance you will receive at Lee will come primarily from the people listed on the following pages. Each member of the faculty, administration, and staff possesses great individual devotion to Lee University and our students. Whether conversing with you over coffee in the Student Center, assisting you with your career planning, or working behind the scenes ensuring the smooth operation of the school, you will find the Lee University family's devotion genuine and contagious.

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UNIVERSITY CALENDAR
2003 - 2004

FALL SEMESTER 2003

AUGUST

11–12	New Faculty Orientation
11–12	Student Leadership Development Conference
13–15	Faculty Seminar
15	Residence hall check-in for new students
16–17	New Student and Parent Orientation
17	Residence hall check-in for returning students
18	New student advising and registration
19–20	Registration for returning students and/or students receiving VA benefits
21	Classes begin
21	Opening Chapel
26	Winter Graduation Applicants: Graduation applications due (applications received after this date will include a late fee)

SEPTEMBER

1	Final day to register, add a class, or change a meal plan
8	Final day for completion of External Studies by resident students
8	Spring Graduation Applicants: Graduation Applications due
15	Final day to apply for Spring Student Teaching Program
18 & 20	Academic Profile Assessment Test
26	Winter Graduation Applicants: Due date for grades to be posted for course work with External Studies, transfer courses, and removal of "I" grades

OCTOBER

2 & 4	Major Field Test
5–9	Fall Convocation
16–17	Fall Break
17	Offices closed
20	Classes resume, 8 a.m.
23 & 25	Make-up Date: Academic Profile and Major Field Tests
24	Summer Graduation Applicants: Graduation applications due

NOVEMBER

3	Last day to withdraw from a class with a grade of "W"
3–14	Advance Class Selection for Spring and Summer

4	VP for Academic Affairs posts Winter Graduation candidate list
7–8	Homecoming
26–30	Thanksgiving Holidays: Offices closed 27–28

DECEMBER

4	Final day to withdraw from the University
5–10	Final examinations
6	Lee University Employee Christmas Banquet
12	Winter Graduation: Commissioning
13	Winter Graduation: Commencement
13	Residence halls close
23–Jan. 1	University closed for Christmas holidays

SPRING SEMESTER 2004

JANUARY

2	Offices re-open
7–9	Faculty Seminar
10	Residence hall check-in for new students
11	New Student and Parent Orientation
12	New student advising and registration
13	Registration for returning students and students w/ VA benefits
14	Classes begin
15	Opening Chapel
19	Spring Graduation Applicants: Graduation applications due (applications received after this date will include a late fee)
23	Final day to register, add a class, or change a meal plan
27	Final day for completion of External Studies by resident students
30	Final day to apply for Fall Student Teaching Program

FEBRUARY

8–12	Winter Convocation
13	Summer Graduation Applicants: Graduation applications due (applications received after this date will include a late fee)
19	Major Field Assessment Test
21	Major Field Assessment Test
27	Spring Graduation Applicants: Due date for grades to be posted for course work with External Studies, transfer courses, and removal of "I"

MARCH

8–12	Spring Break

12	Offices Closed
15	Classes resume, 8 a.m.
29	Last day to withdraw from a class with a grade of "W"
30–April 8	Advance Class Selection for Summer and Fall

APRIL

2–3	Lee Day Weekend
9–12	Easter Break
9	Offices Closed
13	Classes resume, 8 a.m.
28	Final day to withdraw from the University
29–May 4	Final examinations

MAY

7	Spring Graduation: Commissioning
8	Spring Graduation: Commencement
8	Residence halls close
10–11	Faculty Seminar

SUMMER SESSIONS 2004

FIRST SESSION: MAY 10–JUNE 4

May 10	Registration for Summer Session I
11	Classes begin Summer Session I
13	Final day to register or add a class for Summer Session I
24	Final day to drop a class with grade of "W" for Summer Session I
31	Memorial Day
June 4	Summer Session I: Final Examinations
4	Summer Graduation Applicants: Due date for grades to be posted for course work with External Studies, transfer courses, and removal of "I" grades

SECOND SESSION: JUNE 7–JULY 1

June 7	Registration and classes begin for Summer Session II
9	Last day to register or add a class for Summer Session II
10–13	Music Camp
21	Last day to drop a class with a grade of "W" for Summer Session II
28	VP for Academic Affairs posts Summer Graduation candidate list
28–July 9	Summer Honors
July 1	Summer Session II: Final Examinations
2	Offices Closed for Independence Day Weekend

THIRD SESSION: JULY 5–31

July 5	Registration and classes begin for Summer Session III
7	Last day to register or add a class for Summer Session III
19	Last day to drop a class with a grade of "W" for Summer Session III
29	Summer Session III: Final Examinations
30	Summer Graduation: Commissioning
31	Summer Graduation: Commencement
31	Summer residence halls close



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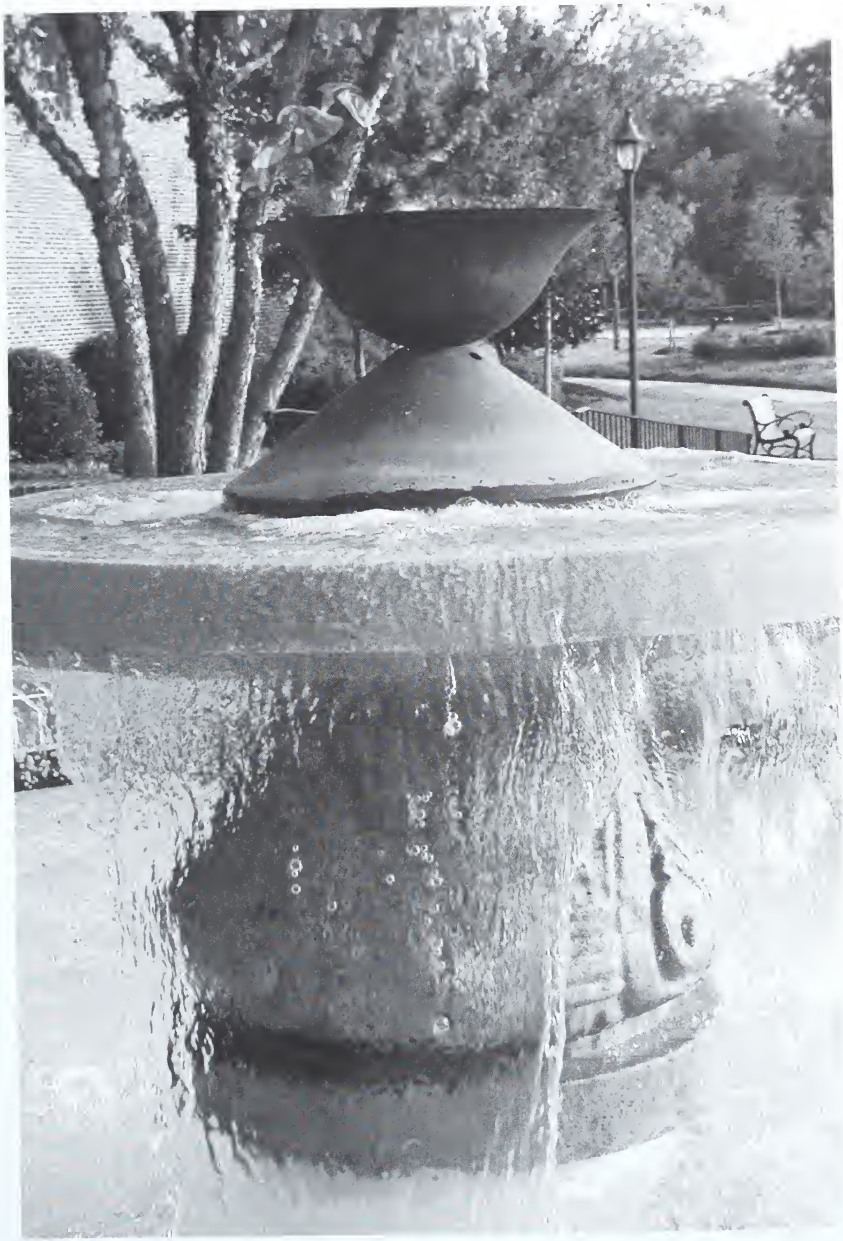
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